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THE UNIVERSITY OF ALBERTA

TEACHERS' AND PRINCIPALS' EXPERIENCES MAINSTREAMING BEHAVIORALLY DISORDERED CHILDREN

BY

FAYE ELIZABETH HOOD ©

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND
RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION

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ABSTRACT

The primary focus of this study was to examine mainstreaming of behaviorally disordered children. Specifically, the study investigated the problems and concerns facing teachers and administrators who were attempting to mainstream these children in an urban setting.

The study was interpretive in nature and was designed to provide insight and understanding into the realities facing regular classroom teachers and elementary school principals as they attempted to mainstream behaviorally disordered students. It did not seek to draw conclusions or generalizations.

A review of selected literature was made to determine concerns about mainstreaming and mainstreaming practices.

A qualitative approach was used in order to obtain subjective, first hand data. This was achieved by interviewing 9 regular classroom teachers, 1 special education teacher and 4 elementary school principals, all with mainstreaming experience. The taped interviews were transcribed and the data analyzed.

The findings from the study indicated that teachers and administrators were dealing with children that displayed extremely violent and sometimes bizarre behavior. All participants expressed concern about the

amount of stress and frustration that occurred when mainstreaming these children. It was felt that working with these children actually effected the personal health and lives of many of the teachers.

The most grave concern that arose for all participants was the effect the behaviorally disordered child was having on the other children in the class. Some teachers and administrators were fearful for the safety of these children. The behaviorally disordered child was seen as being potentially very dangerous.

Teachers and administrators also expressed concern about the depth of the behaviorally disordered child's problem and the lack of counselling or psychiatric help available. Fear for the future of the child and fear for others should the child continue as they currently were was evident.

Specialist support and support from within the school was a source of disappointment and frustration for teachers and administrators.

In conclusion, teachers and administrators suggested the behaviorally disordered students that showed extremes of behavior should not be placed in regular classrooms. Instead these children should be placed in low enrollment classrooms with expert help and be slowly integrated back into the mainstream.

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CHAPTER 1

INTRODUCTION TO THE STUDY

The issue of integrating handicapped children into regular classrooms has become a concern for educators.

In Alberta, the Carriere case of 1978, led to a decision by the Honorable Justice O'Byrne, that "it is the responsibility of the local school jurisdictions to provide an educational program for all school-age children" (Keeler and Harrison, 1986, p. 22). As a result of this decision, school boards have had to assume increased responsibility for meeting the educational needs of handicapped children.

School boards have attempted to develop some innovative programs for these children. Partially because of the cost of special education programs that segregate the handicapped, and partially due to the philosophy of integration, many boards opted to place handicapped children in regular classrooms.

This research has arisen from the findings of Heidemann's study, Teachers' Experiences With Mainstreaming, (1988), which was designed to "examine the implications of the mainstreaming policy for the regular classroom teacher in a rural setting" (p. 2). It is intended to be an extension of the Heidemann thesis to include school administration as well as to narrow the focus to those teachers mainstreaming behaviorally disordered children only. Heidemann interviewed teachers in rural schools whereas this study will investigate the implications of mainstreaming for teachers and administrators in urban settings. The purpose of examining the urban setting was to ascertain if more facilities were available and if so, whether this made a difference in teachers' attitudes towards mainstreaming.

Statement of the Problem

The purpose of the study was to investigate the problems and concerns facing teachers and administrators who were attempting to mainstream handicapped children in an urban setting. In order to further narrow the focus, this study examined mainstreaming of children who were behaviorally disordered, but remained in the regular classroom. Concomitant with the responsibility of providing for the education of the behaviorally disordered child, the teacher and administrator are faced with a new set of demands and expectations. This study attempts to bring insight and understanding to the realities facing regular classroom teachers and school administrators as they mainstream behaviorally disordered students.

The research was guided by the following questions.

1. What is the reasoning behind mainstreaming?
2. What are particular concerns or issues for teachers when mainstreaming a behaviorally disordered child?
3. What is the role of the school administrator in the mainstreaming process?
4. What issues are particularly pertinent for administrators when a behaviorally disordered child is placed in the school?
5. What support services are available to teachers both within the school and from outside the school?
6. What training or inservice education is necessary or available when dealing with the behaviorally disordered child?
7. What are the effects of mainstreaming a behaviorally disordered child on the teacher and the other children in the class?

These research questions served to define the limits of the study.

Definition of Terms

The following terms warrant explicit definition to ensure consistency in usage throughout the study:

Mainstreaming or Integration - refers to the "placement of handicapped children in regular school settings with nonhandicapped peers" (Turnbull, 1983, p. 4). (Terms may be used interchangeably.)

Handicapped - "a child for whom a significant adaptation must be made to either the regular program or to the classroom setting in order to meet the child's needs" (Heidemann, 1988, p. 3).

Behaviorally Disordered - In the literature dealing with behaviorally disordered children there are a multitude of terms which are used to describe the elements of behavior disorders. Part of the problem has been the fact that the range and reliability of normal behavior is not easily defined. Among the terms that have been used interchangeably with the term behaviorally disordered are: socially maladjusted, seriously emotionally disturbed, delinquent, emotionally handicapped, and socially handicapped. At the present time the term, behavior disordered, is preferred because many of the other terms are seen as negative and stigmatizing. For the purpose of this thesis the following definition was chosen to identify the children whom teachers and administrators discussed.

> The child identified as being behaviorally disordered, "...is the student who, after receiving supportive educational assistance and counseling available to all students, still exhibits

> persistent and consistent severe to very severe behavioral disabilities which interfere with productive learning processes. This is the student whose inability to achieve adequate academic progress and/or satisfactory interpersonal relationships cannot be attributed primarily to physical, sensory, or intellectual deficits" (Algozzine, Schmid, and Connors, 1978, p. 49).

Assumptions

A major assumption underlying this study was that teachers and administrators who were interviewed had accurate recall. As well, the assumption was made that the interviewer possessed adequate interviewing skills and the ability to interpret remarks accurately.

The third assumption underlying this study was that schools are attempting to meet the needs of the behaviorally disordered child through integration. Furthermore, different students would have different needs, therefore teacher and principal concerns would vary with these needs.

Delimitations

This study is delimited to the regular classroom teacher at the elementary level, grades one to six, who is presently mainstreaming a behaviorally disordered child.

It is also delimited to principals of elementary schools, grades one to six, in which behaviorally disordered children are being mainstreamed.

A third delimitation of the study is that the study is interpretative in nature and therefore, no generalizations or conclusions are sought. The study will produce insight and understanding into the realities of teachers and administrators mainstreaming behaviorally disordered children.

Limitations

A limitation of the study is the experiences of the teachers being interviewed. Teachers have volunteered to be interviewed, thus strong views, either positively or negatively, may be held by these teachers. Consequently marginal perceptions of mainstreaming behaviorally disordered children may be eliminated.

Furthermore the study may be limited by the ability of the interviewer to create ambiance, to question creatively and to analyze the data appropriately.

Organization of the Thesis

The study of the implications of mainstreaming behaviorally disordered children is organized into six chapters.

Chapter 1 consists of the introduction, statement of problem, definition of terms, assumptions, delimitations and limitations and the organization of the thesis.

Chapter 2 focuses on a review of the related literature and research in the following areas: philosophical arguments for mainstreaming, teacher attitudes and perceptions toward mainstreaming, administrator attitudes and perceptions toward mainstreaming, support services available, training and inservice education for teachers working with handicapped children, dealing with the parents of behaviorally disordered children, and problems and concerns in mainstreaming behaviorally disordered children. This chapter also contains the conceptual framework which focuses on the relationship of the teacher, the administrator and the behaviorally disordered child and the factors affecting ultimate successful integration.

In Chapter 3, the methodology is described. This includes: the design of the study, data sources, data collection and data analysis.

Chapter 4 describes the problems and concerns expressed by teachers and administrators in mainstreaming behaviorally disordered children.

Chapter 5, which is organized in themes, describes the insights which grew from examination of the data.

Chapter 6 contains the summary, reflections, and implications for teachers and administrators, as well as for further study.

CHAPTER 2

REVIEW OF THE LITERATURE AND CONCEPTUAL FRAMEWORK

Introduction

This chapter contains a review of the literature in relation to mainstreaming of handicapped children in general and more specifically mainstreaming behaviorally disordered children.

The recent study conducted by Rosanne Heidemann, 1988, Teachers' Experiences with Mainstreaming, examined the following topics: historical background, factors affecting integration, factors affecting levels of administrative and support services and lastly, problems and concerns. It is particularly relevant to this thesis, however the literature review produced by Heidemann will not be repeated in this study.

There appear to be two sides to the literature, one which advocates mainstreaming from a philosophical and theoretical point of view and one which attempts to examine the reality of mainstreaming through studies of those actually involved in the process. The philosophical arguments for mainstreaming are presented briefly followed by an examination of the literature which is directly relevant to the problem of mainstreaming behaviorally disordered children. This review falls into six general categories: teacher attitudes and perceptions toward mainstreaming, administrator attitudes and perceptions toward mainstreaming, support services available, training and inservice education for teachers working with handicapped children, dealing with the parents of behaviorally disordered children, and problems and concerns in mainstreaming behaviorally disordered children. Only a limited number of references are reviewed to indicate the nature of the research literature. Additional potentially useful sources are listed in the bibliography.

Literature which is directly relevant to the problem of mainstreaming behaviorally disordered children only, will be included in this review. Many of the concerns expressed in mainstreaming handicapped children are repeated by those teachers mainstreaming behaviorally disordered children so there may be some overlap in the literature when compared to the Heidemann study.

Philosophical Arguments for Mainstreaming

Throughout the readings on mainstreaming of handicapped children the philosophical arguments for this process recur. Many authors stress the importance of placing handicapped children in an environment, "that is as near normal as possible," (Abramson, 1980, p. 316) in "regular school settings with nonhandicapped peers" (Turnbull, 1983, p. 4, Karagianis & Nesbit, 1983, p. 18). As Zigler (1986) states, "...time has come to provide services to our physically and intellectually handicapped that embody the concepts of least restrictive environment, natural proportion, peer interaction, functional versus developmental skill acquisition, and age-appropriate setting" (p. 36).

While the concept of integration is a humanistic one, numerous articles indicate there are problems arising as mainstreaming takes its course.

Riediger and MacKinnon (1986) state,

> There is an unfortunate temptation to view integration as successful if placement of handicapped individuals into regular schools or classrooms occurs. This assumes that integration is an end in itself rather than a process which should produce beneficial and definable outcomes for the handicapped and nonhandicapped participants. (p. 37)

Carlberg and Kavale (1980) question whether the movement towards mainstreaming was justified. They state that the arguments for mainstreaming have been built on a "philosophical rather than an empirical foundation. But the philosophical commitment to mainstreaming appears to be firmer than the empirical evidence warrants..." (p. 296). Within this same study the authors reviewed the literature and discovered there was a failure to reveal, "unilateral evidence that establishes the superiority of one educational arrangement over another on academic or social criteria" (p. 296).

Mainstreaming which appeared initially to be a simplistic answer, has proven instead to be a particularly complex issue. Abramson (1980) states, "The philosophical, economic, theoretical, and humanistic issues relating to mainstreaming are particularly deceptive. While most individuals have extolled the virtues of the mainstreaming principle, indications are that mainstreaming as a practice may have major problems" (p. 315).

To further complicate the issue, mainstreaming behaviorally disordered children in the regular classroom raises another set of problems.

As Pappanikou (1977) states,

> The positions on mainstreaming for emotionally disturbed youth became polarized. To expect education to take place in an atmosphere that was disruptive and counter-productive to both the disturbing child and his non-disturbed peers was unrealistic. To place a child with children who manifested similar disturbing behaviors would appear to reinforce and increase the probability of that behavior. (p. 13)

The literature again varies on mainstreaming behaviorally disordered children. There appears to be little research done on what is the best placement for these children. Kauffman (1986) states, "Current issues in behavior disorders are nearly as confused as the children the field is intended to serve" (p. 249). Some of the research has lumped behaviorally disordered children in with other handicapped children and made the assumption that what applies to other handicaps applies also to behaviorally disordered children. Vacc and Kirst (1977) reveal that most reported studies did not involve emotionally disturbed children but felt some findings could be generalized. Gelheiser (1987) discusses children that "do not meet classroom expectations" and indicates that the number of students identified as exceptional has increased dramatically in spite of declining school enrollments" (p. 145).

As Long, Morse and Newman (1980) state,

> Studies of American children in the commission reports estimate that fewer than 0.2 percent of all children are psychotic, 2 to 3 percent are severely disturbed and an additional 8 to 10 percent have emotional problems needing specialized services. ...Yet, less than 7 percent of them receive that help. (p. 79)

The difficulty in mainstreaming these children increases when it is realized that there is no standard method of identifying behaviorally disordered children.

Paul (1981) states that,

> There is increasing concern with the matter of definition and again, with sorting. Who should be mainstreamed? While it is clear that, from either a psychological or educational point of view, mainstreaming is not for all children, by what criteria is the decision to be made? This is an especially complex issue for the emotionally disturbed because of the nature of disturbance. There is more standard measurement available for the mentally retarded for example, than for the emotionally disturbed. (p. 5)

The problem of defining behaviorally disordered children and of determining appropriate education for these children remains hazy. Kauffman (1986) states, "The state of the art in educating children with behavior disorders is advancing slowly and it remains primitive by comparison to some fields of special education" (p. 249).

Finding the appropriate setting for behaviorally disordered children is in question. The literature does indicate that mainstreaming is not the only answer.

Braaten et al. (1988) state that,

> BD students placed in regular classes present particular problems because their characteristics demand additional instructional resources, including specially trained staff to manage extremely disruptive and dangerous behavior. Other students' rights to a safe and supportive learning environment are neither minor nor moot when the assumption that no student should be segregated forces the integration of BD students. (p. 23)

Carter and Sugai (1988) concur with the above statement,

> Regardless of their label (learning disabled, behaviorally disordered, speech/language impaired, etc.), children who have deficits or excesses in their social behavior present an enormous challenge to classroom teachers. Their behaviors interfere with the presentation of instruction, disrupt classroom routines, and set the occasion for negative interpersonal interactions. (p. 68)

In summary, the issue of mainstreaming in general is one aspect examined in this study but in addition there is the problem of mainstreaming behaviorally disordered children. As Paul (1977) states, "Mainstreaming emotionally disturbed children involves both the generic issues related to integrating handicapped children and those primarily related to emotional disturbances" (p. 1).

Teacher Attitudes and Perceptions Toward Mainstreaming

There is a great deal of literature directed toward teachers' attitudes and perceptions when dealing with integrating handicapped children in regular classrooms. Gallent (1981) indicates that positive teacher attitudes toward their jobs are essential if progress is to take place. A negative attitude has been recognized as a stumbling block to successful implementation of mainstreaming. Robichaud and Enns (1980) claim that without positive attitudes of key people, one of whom is the regular teacher, integration is "almost doomed to failure from the start" (p. 205). Clark (1980) concurs in his findings that teachers typically are uncomfortable with handicapped students and have negative attitudes about their placement in regular classes.

Heidemann (1988) examines a variety of articles relating to teacher attitude towards mainstreaming in general.

Her conclusion states,

> There is little question that integration of handicapped children is beneficial for all involved. However, practical problems exist. Among them is teacher attitude. Because classroom teachers have been cited by specialists (Robichaud & Enns, 1980; Stephens et al., 1982, Turnbull & Schultz, 1979) as the people being most influential in determining the success of mainstreaming, it is imperative that they possess a supportive, willing attitude. (p. 15)

In a survey conducted by Berryman and Berryman, (1981) teachers and professionals were in favor of integration in principle. However, teachers indicated that they were willing to include only those students whose disabilities did not inhibit their learning or that of their classmates. They were not in favor of integrating disruptive students or those with limited learning abilities. Shotel, Iano and McGettigan (1972) found that teachers most preferred teaching the learning disabled and least preferred teaching students that were emotionally disturbed or educable mentally retarded.

Vacc and Kirst's (1977) study revealed that teachers felt that the presence of emotionally disturbed children would have a negative effect on their programs and that special class placement would be more beneficial for them.

Dealing with behaviorally-disordered children presents a variety of problems quite different from children with other handicaps.

Braaten, Kaufmann, etc, 1988, state that,

> Expecting general education teachers to welcome, successfully teach and manage, and tolerate the most disruptive and disturbed students is extremely naive and illogical, both from the viewpoint of common sense and from the perspective of available research. (p. 24)

They go on to state that,

> The general education teacher is caught up in the conflict by being made to feel accountable for tightening academic standards and enforcing discipline policies, while at the same time being expected to remain clam and empathetic in response to students' noncompliance, nonperformance, and emotional outbursts. (p. 24)

Teachers often experience difficulty coping with the behaviorally-disordered child, as Hanko (1985) explains, "teachers often feel ill-equiped to respond to this range of emotional and behavior difficulties of 'disturbed' children..." (p. 4). Hanko goes on to examine teachers' commitment to their students and the difficulties inherent in responding to pupils that cause so much stress.

> The children whom they are trying to help may seem to obstruct their efforts and to make them feel useless. Teachers may blame the children and their background for this, or they may feel that pressures in the school system are interfering with their ability to respond adequately to such children's needs. Either way, they may feel that they have to handle the difficulties predominantly in terms of control and that they can give little help to the pupil. As Medway (1976) convincingly described, they may feel compelled to resort to merely 'coping', which they may themselves despise but which allows them to keep going, albeit at a reduced level of functioning and a high level of stress. (p. 4)

The severity of the behavior of the children being mainstreamed is difficult to measure but there is a strong indication that teachers are dealing with tremendous extremes.

Long and Newman (1981) state,

> There are some children far too sick to be in a regular class. They may be without impulse-control, or their behavior may be bizarre, or they may be withdrawn to the extent of being unreachable...This means that a teacher -certainly a teacher of the early grades - has to live with, and try to teach, the child who is too ill to be lived with or too ill to be taught. Such a child disrupts the class, demands constant attention, and fills the teacher with a sense of failure and confusion, to say nothing of rage and sometimes of terror or revulsion. All of this causes him to feel guilty as well as inadequate. (p. 214)

In summary, a positive attitude by teachers is imperative in order to ensure successful mainstreaming. However, the wisdom of integrating certain behaviorally disordered children in the regular classroom remains questionable.

Administrator Attitudes and Perceptions Toward Mainstreaming

Administrators must provide leadership in all aspects of education especially where change is involved. As Goodlad (1979) states, "the principal...more than any other person, shapes and articulates the prevailing ambiance and creates a sense of mission" (p. 345). Karagianis and Nesbit (1983) maintain that administrators, "...in the receiving schools have to be properly prepared as to what to expect from the handicapped children prior to their introduction to the school" (p. 18). The attitude of the principal can make a difference in how the teacher copes with the handicapped child. Marrin (1986) found that, "significant correlations were seen to exist between teacher stress and...availability of administrative supports for mainstreaming..." (p. 3554-A). More than one article looks at the administrators' job in a very broad dimension suggesting the principal should be supportive, encourage respect for children, emphasize positive self-concepts, exhibit positive attitudes toward the school and all its programs and be knowledgeable (Gage, 1979, Cahn & Nolan, 1976, Marrin, 1986). Orelove (1978) suggests some specific steps administrators should go through to place handicapped children.

There does appear to be some concern over the fact that teachers and administrators are not in agreement as to the seriousness of concerns inherent in the mainstreaming process. Hartnett (1979) indicates in her study that in areas such as concern over meeting individual needs, curriculum problems and time allotted to meetings between teachers and specialists, the teachers viewed the concerns as being more serious than did the school administrators.

There is research on administrative support and involvement when dealing with placing the handicapped child in the regular stream. However there is less research examining the behaviorally disordered child and the role of the administrator. This lack is interesting when one accepts the fact that there will likely be more involvement on the part of the administrator when dealing with a behaviorally disordered child than one with another type of handicap.

When dealing specifically with behaviorally disordered children, Heidemann (1988) cited three studies, Rich (1980), Brown (1981), and Shotel et al. (1972) as all indicating teachers were concerned by the lack of support available when handling severe discipline problems. With the expectations placed on general education teachers, administrative support would seem to be a necessity.

In a study completed by Yoshida et al. (1978) it was found that regular classroom teachers as compared to other personnel, consistently rated themselves as lower in variables related to participation and overall satisfaction in the planning team process involved in special education placement and programming.

This indicates that the administrator needs to become more aware of and more attentive to the voice of the general classroom teacher. Will (1986) recommends that, "building-level administrators...be empowered to assemble appropriate professional and other resources for delivering effective, coordinated, comprehensive services for all students based on individual educational needs rather than eligibility for special programs" (p. 413).

In summary, it appears that the role of the administrator should be one of support and assistance when trying to accommodate handicapped children within the regular program. Additional research may be needed when examining the role of the administrator in relation to dealing with behaviorally disordered children in the regular classroom.

Support Services Available

Research evidence does not show a consistent relationship between the needs of the integrated child and the support services available. Karagianis and Nesbit (1983) indicate that, "Without support service the IEP becomes little more than additional paper work and integration a misnomer" (p. 19). They stress that support services include administrative, parents, aides and personnel services from central office staff. Kavanagh (1977) found that teachers and support staff must combine efforts and work cooperatively in order to provide the most appropriate education for the children. However, he discovered that in reality this was not happening.

Kolvin et al. (1982) found, when examining the current literature, that there is growing dissatisfaction with existing expertise, and that teachers perceive experts as inaccessible. Teachers were identified as being unable to get the kind of information which would help them be more supportive of the child while the specialists seemed to notice the teachers' inadequate handling of the child prior to referral. This indicated criticism of the teacher which made teachers doubtful about offers of further support.

Numerous articles stress this same lack of communication between classroom teachers and support systems. Many teachers were not aware of support services available and those that had been involved with experts indicated there were rarely suggestions offered that were of help to the classroom teacher (Seaton, Lasky, and Seaton, 1974; Salend, 1984; Keogh & Levitt, 1976).

Larrivee and Cook (1979) did find that the availability of supportive services positively influenced teacher attitudes toward mainstreaming. However, there are a significant number of studies where teachers felt that supportive services were not available and consequently attitudes became negative due to this lack of support (Shotel et al., 1972; Mandell & Strain, 1978; Turnbull & Schultz, 1979).

Seifert (1981) indicates that mainstreaming puts great demands on teachers and should only take place if accompanied by the necessary administrative and support services. Without these, teachers can not be expected to accommodate special children effectively.

In summary, the research cited indicates a definite feeling by classroom teachers that supportive services are either not available or if available, communication would appear to be inadequate.

Training and Inservice Education for Regular Classroom Teachers

Numerous studies indicate that teachers feel they are not adequately equipped educationally to provide handicapped children with a rewarding experience in the regular classroom (Denker, 1983; Mori, 1979; Gickling & Theobald, 1975).

Cruickshank (1983) looks at learning disabilities, issues of inter-sensory disorganization, memory difficulties and a myriad of other problems and wonders how the regular classroom teacher with a general education can cope with these complexities. Karagianis and Nesbit (1983) state that, "If integration is to become a reality, school boards and administrators must support teachers by arranging meaningful inservice training related to special children and their needs" (p. 18). Riediger and MacKinnon (1986) indicate that without inservice training significant increases in positive teacher attitudes toward handicapped students are not produced. Schulz and Turnbull (1984) examine a study by Leyser and Gottlieb (1980) which found that with training, there was an increase in teacher competency regarding social integration of handicapped students. Stephens and Braun (1980) found that teachers who had taken courses in special education were more willing to accept handicapped students into their classes than were those who had not taken such courses. Gans (1987) indicated that teachers expressed dissatisfaction with their current level of expertise and this may be aided by providing inservice programs that would be embedded in the daily routines of the teacher's day. She also stressed that emphasis should be placed on the instructional aspects of inservicing rather than personal characteristics of the teacher, leading to increased communication and trust.

Regardless of the above statements on inservice education, Abramson (1980) feels that teachers may be reluctant to participate in mainstreaming even following appropriate course work.

There is acknowledgment by colleges and universities that regular classroom teacher training may need changes to accommodate mainstreaming. Turnbull (1983) indicates that in the U.S. the federal government has awarded grants to colleges and universities to help them revise their teacher education curriculum to include training on the topic of mainstreaming. However this change has not yet become a reality. The college and university faculty members who are preparing teachers often do not have the knowledge and skills associated with educating handicapped children and some faculties feel it is not feasible to add another topic to an already overloaded teacher education curriculum. Regular classroom teachers, however, continue to express their feelings about being inadequately trained to give these children what they need (Yaffe, 1979).

In Alberta, the University of Alberta offers courses in special education to students but they are not required in the generalist program. In fact, students usually did not have an opportunity to take these courses because they were normally filled to capacity with those students who were enrolled in special education. The Universities of Calgary and Lethbridge allowed students to take special education courses but they were not required within the general education program.

In dealing specifically with behaviorally disordered children, Braaten et al. (1988) indicated that teachers of BD students, "need highly specialized skills and attitudes different from those required for most teachers" (p. 22). Campbell, Dobson and Bost (1985), state, "Regular classroom teachers are now expected and required to teach students who 10 years ago would have been taught by teachers educated to work with handicapped students in a restricted situation, i.e. a special education class" (p. 299).

Teacher preparation is a complex issue. Heidemann (1988) found most of the teachers in her study who were integrating handicapped children, did not view their teacher training as particularly helpful and were non-committal or negative when asked to comment on their own educational preparation in helping them to meet the needs of the handicapped student.

In summary, the need for further teacher education, both through college or university education and inservice training is evident.

Parents of Behaviorally Disordered Children

In mainstreaming handicapped children it is expected there will be parental involvement. However, there is little in the literature that would aid teachers in working with parents of handicapped children. In addition, interacting with parents of behaviorally disordered children may be significantly different than dealing with parents of children possessing other types of handicaps.

Hay and Lee (1981) state that,

> At the close of each school day a disturbed child returns home, often reluctantly, to the source of his major conflict. Here the drama that fostered his pattern of maladjustment is re-enacted...For most of our children the home represents an arena of painful experiences in which anxiety and anger mount and aggression or withdrawal is used as a

> defense...It is left to the teacher each morning to help recreate an atmosphere of security. (p. 301)

Teachers dealing with behaviorally disordered children need to be aware of the family situation in order to gain some understanding of what the child is facing.

Morse, (1981) explains that,

> School personnel have to analyze the interventions needed to really help the disturbed/disturbing youngster, particularly when the problem stems from a family condition - if we provide no assistance to the family (e.g. the family members are inaccessible) or therapy to the youngster, why should we expect either mainstreaming or special classes to produce desired changes? (p. 352)

Children who are classified as behaviorally disordered rarely have the support and assistance of those children with other disabilities.

As Braaten et al. (1988) allege,

> We share in the concern regarding the stigma of the label "behaviorally disordered," even more the stigma of "seriously emotionally disturbed." The label itself has little value other than channeling services...We also note that there are few advocates for disruptive, defiant, abusive, or otherwise socially alienated students. There are no national advocacy groups, such as the Association for Retarded Citizens or the Association for Children and Adults with Learning Disabilities, for the BD youngster. Little sympathy or understanding is found for students who drop out or are "elbowed out" of school or for those who are socially withdrawn or depressed. (p. 23)

In summary, although there is little in the literature that would aid teachers in working with parents of the behaviorally disordered child, teachers must cope with this aspect of mainstreaming as well.

Problems and Concerns Mainstreaming Behaviorally Disordered Children

There has been interest recently in the media regarding mainstreaming in general and some concerns expressed about integrating behaviorally disordered children. Olive Elliott of The Edmonton Journal, wrote a series of five articles, beginning Monday, January 16th, 1989 and closing Monday, January 23rd, 1989, discussing the public school and how the system is dealing with behaviorally disordered children. Her columns were very critical of the way the public schools are required to deal with children with serious problems.

She states,

> Schools aren't hospitals, principals aren't doctors...But why isn't it considered equally absurd that principals and teachers are expected to deal with other serious health problems - with profound mental and physical disabilities and especially with behavior problems that prevent learning and can make afflicted children a threat to their classmates, their teachers and perhaps even themselves? (Wed. Jan. 18th, 1989, D1)

Within the same article she expounds on schools being diverted from their educational role and being required to accommodate more and more children with behavioral problems, in attempting to provide services staff are not trained to provide.

In a follow-up article Ms. Elliott looked at the high cost of accommodating children with severe behavior disorders. She discussed the cost monetarily as well as the strain on the teacher.

> And it is wrong to place teachers in situations in which they are kicked and punched and then have to restrain the child and hope his parents don't charge them with assault. It is also hard to imagine anything more debilitating and discouraging for a committed teacher than trying to reach the students who are able to learn in a classroom dominated by the behavior of a severely disturbed child. (Mon. Jan. 23rd, 1989, B3)

In addition, V. Byfield (1989) in the Alberta Report has looked into integration in an article entitled, "Integration Closes Special Schools". The article examines points of view from varying parent groups and educators. As the literature has pointed out there are conflicting views from all sides on the wisdom of total integration and the closing of special schools that have accommodated some of the children now being mainstreamed (Alberta Report, May 22nd, 1989, p. 23).

Kauffman (1986) examined the history of child psychiatry and relates confusion and irrelevance when applied to education: "The history of child psychiatry and psychology particularly has been marked by the lack of reliable and valued classification" (p. 253).

In an article by R. Staley (1989) that appeared in The Edmonton Journal, the director of Child and Adolescent Services, Edmonton, Dr. M. Blackman, stated, "Psychiatry for children and adolescents in Northern Alberta remains in the dark ages" (Thurs. May 4th, 1989, B1). He revealed statistics which indicate that 67,000 children and adolescents have mental problems in Northern Alberta. Of this number 13,000 have severe mental health problems needing long-term ~~assi~~stance which is just not available. These children are being placed in regular classrooms.

The confusion apparent when dealing with behaviorally disordered children is reflected in the literature. Vaac and Kirst (1977) state, "...it appears there is no specific approach for working with the disruptive child in the regular classroom" (p. 312). They go on to suggest the teacher should not allot too much time to the disturbed child, should have an aide or volunteer, and suggest resource room help with special teachers be available. They do acknowledge that there has been little research in this area and most research has dealt with other exceptional children.

Kauffman (1986) expresses concerns about programming for behaviorally disordered children. At this point in time there is scattered program development but there is a need for "system-wide service plans based both on empirical evidence of what works and the precise student needs that are being addressed" (p. 266).

Even with little research done in the area there are many thoughts on why student misbehaviors occur. Campbell, Dobson and Bost (1985) suggest teachers, "may be inadvertently responsible for students' behavior problems" (p. 299). They suggest that teachers who are not special educators may perhaps have a low tolerance for certain behaviors and this may contribute to the problem.

Kauffman (1986) indicated that the role of the school may be "contributing to disordered behavior" (p. 254).

All this controversy and confusion could have an effect on teachers attempting to mainstream behaviorally disordered children. The role of the classroom teacher is changing but the direction appears to be unclear. As Yaffe (1979) states, "Reading, writing and arithmetic almost seem simple, compared to all the nonacademic demands now being placed on teachers" (p. 63).

CONCEPTUAL FRAMEWORK

Mainstreaming handicapped children has been initiated to provide an alternative to special class placement, giving these children the opportunity to interact socially and academically with regular placed peers. However, related literature confirms that there are many issues hindering the successful implementation of this plan. These become even more evident when dealing with behaviorally disordered children.

Attitudes of both the classroom teacher and the administrator have been recognized as a hindrance to successful program implementation.

One of the factors relating to teacher attitude is lack of specialist training. This lack has been identified as a major influence relating to teacher insecurities when faced with integration. Even experienced teachers express doubts about their expertise and skill in educating these children.

A third area identified from the research deals with support services available to the regular teacher. Support services, both consultative and administrative, need to be an essential part of the integration process and much of the research indicates this is not the case in many mainstreaming classes.

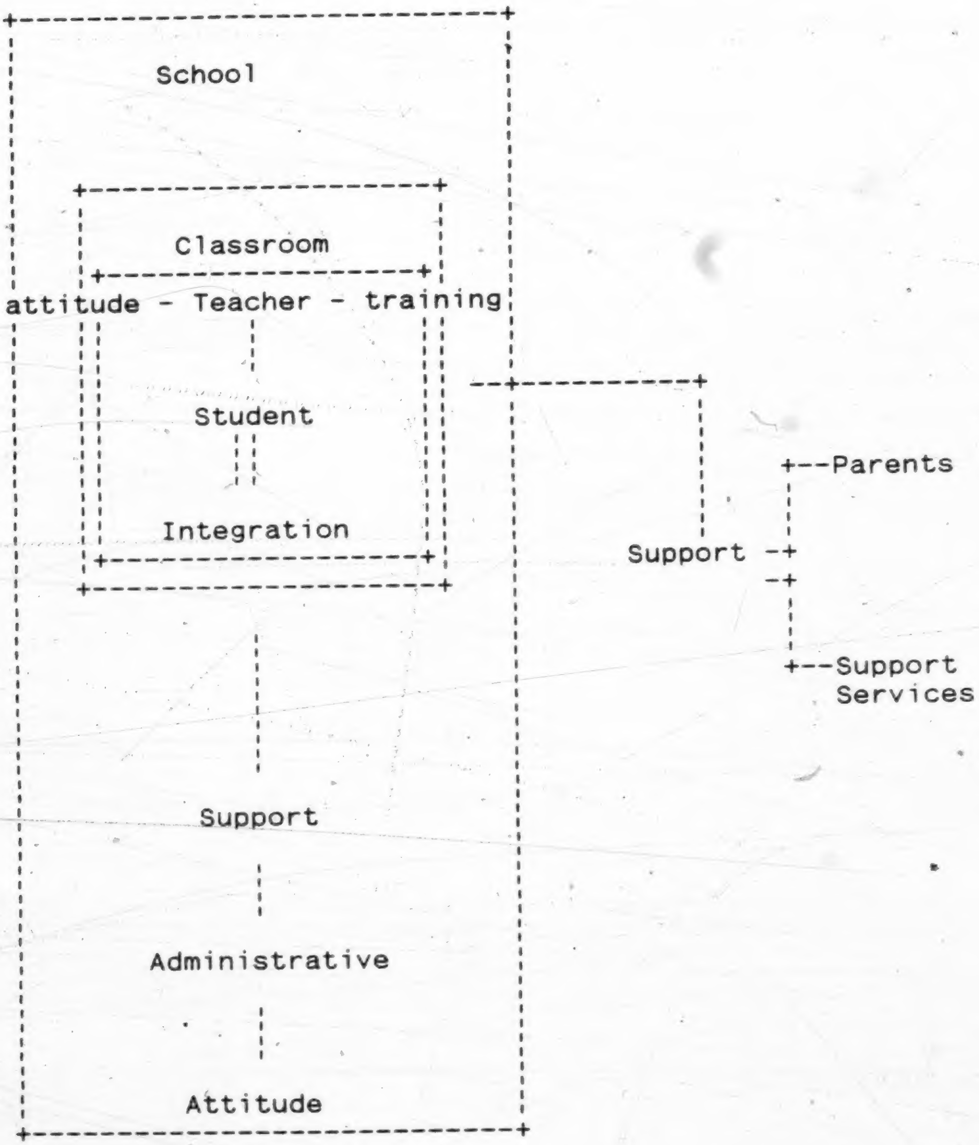
When working with behaviorally disordered children the parent becomes an important part of the education process. Although there has been little written concerning these particular parents, the small amount of research done indicates teachers may experience different kinds of problems when dealing with these parents than those encountered when dealing with parents of children with other types of handicaps.

Problems and concerns that develop when mainstreaming behaviorally disordered children vary from those that arise when integrating children with other types of handicaps. A behaviorally disordered child is often difficult to classify and so the type of help requested is nebulous. There is concern often when dealing with behaviorally disordered children in regard to the safety and well-being of the regular students in the classroom. Help for these children and program planning is not readily available. There is a need expressed for programs that are based on empirical evidence and student needs. The particular kind of help necessary for these children, often psychiatric, is in great demand and simply not available, often, because of the large numbers of students requiring such help.

The diagram following represents the various concerns discussed in the review of the literature in mainstreaming behaviorally disordered children.

Figure 1

MAINSTREAMING BEHAVIORALLY DISORDERED CHILDREN


School
Classroom
attitude - Teacher - training
Student
Integration
Support
Administrative
Attitude
Support
Parents
Support Services

SUMMARY

This chapter discusses numerous issues related to mainstreaming in general and specifically to mainstreaming behaviorally disordered children. The literature identified the following topics as being relevant when examining this issue: teacher attitudes and perceptions toward mainstreaming, administrator attitudes and perceptions toward mainstreaming, support services available, training and inservice education for teachers working with handicapped children, dealing with the parents of behaviorally disordered children, and problems and concerns in mainstreaming behaviorally disordered children. Subsequently, these topics have been tied into a conceptual framework which attempts to link together factors which contribute to successful mainstreaming. The focus of this study is the complex interrelationships established when working with a behaviorally disordered child and what these relationships mean for the regular classroom teacher and administrator who have a behaviorally disordered child within the school.

CHAPTER 3

METHODOLOGY

This chapter contains a review of the overall design of the research. Data sources are described, processes involved in data collection are explained and analysis of the data is outlined.

Design of the Study

This study, which is interpretive in nature, was designed to provide insight and understanding into the realities facing regular classroom teachers and school administrators as they attempted to mainstream behaviorally disordered students. The focus of this study was the elementary school principal and the regular classroom teacher who must put theory into practice, as the attempt is made to integrate behaviorally disordered children. The study did not attempt to draw conclusions or generalizations.

A qualitative methodology was used in order to obtain subjective, first hand data that would provide insight and understanding into the problems and concerns arising from integration of behaviorally disordered children into a regular classroom. Interviews with administrators and regular classroom teachers currently mainstreaming were conducted in order to obtain the necessary data. The interview questions were used as a guide, developed from the review of the literature and the conceptual framework.

Pilot Study

A pilot study was conducted with one principal and two regular classroom teachers involved in mainstreaming in one elementary school. The pilot study enabled me to check the utility and appropriateness of questions developed previous to the interviews and to further expand on them in a meaningful way. Other areas of concern emerged from the teachers and administrator interviewed that expanded some questions, and added some other issues that had bearing on this subject.

Data Sources

This interpretive study sought to gain insight and understanding into the problems and concerns of elementary school principals and teachers when integrating behaviorally disordered children. Because indepth information, concerning the feelings and thoughts of participants was crucial to the study, I chose to interview those principals and classroom teachers who were willing to share their experiences in mainstreaming.

Nine regular classroom teachers, instructing grades one to six, one special education teacher, and four elementary school principals were interviewed, twelve of whom were female and three male. All teachers were either currently integrating at least one behaviorally disordered child at the time of the interview or had a behaviorally disordered child in the classroom within the previous month. Of the children that had been removed recently from the regular classrooms, one was permanently expelled from the district, one had been moved to another classroom with a male teacher in the hope that the child would respond to the presence of a male, and one was temporarily expelled, to return to school the following week.

The teachers and administrators who were interviewed came from one small school district and one large school district. The two school districts and participating schools were chosen to ensure that the views conveyed were not reflective of the mainstreaming practices of a single district or school only.

Procedure

In January of 1989, my advisor contacted a local superintendent who had expressed interest in the type of study I was attempting. He arranged for me to attend a meeting of the teachers from two of the schools in the district. During that meeting I was given some time to present my research statement and request interested teachers contact me regarding their participation in this study. Following my presentation four teachers approached me and suggested they would be interested in participating in the study.

As a follow-up I wrote letters to the teachers and the two principals immediately, expressing my appreciation at their response and reassuring them of the study's confidentiality and their anonymity within the study. I also stated that I would be contacting them shortly to establish an interview time.

Within the next week I phoned the two principals, thanking them for their responsiveness and asking them if they were aware of any other teachers that might be interested in the study, but who had not had the opportunity to approach me during the short coffee time following my presentation. Both principals responded positively and gave me names of four more teachers with whom they had discussed the project and were willing to be part of the study.

Within the next week I contacted the teachers and principals and requested interview times. At this time

I asked them if they were willing to have the interview taped. They agreed readily and dates were set for the interviews.

Letters were sent to all participants confirming the appointment and again assuring them of confidentiality and anonymity within the study. Within the next three weeks nine of the respondents were interviewed with the remainder to be conducted following Spring Break.

During this time period I contacted another district, spoke to the Acting Superintendent, explained the purpose of my study and requested permission to interview teachers and administrators from his district. He agreed readily and suggested I contact the Coordinator in charge of Special Education for that District. I contacted him and he suggested I call each school and see if they had children who would be applicable for my study. I was interested to discover that within all five schools I contacted, not one principal had a child within the school that fit the category, behaviorally disordered. When I questioned them, they stated that those children were removed quite quickly from regular classrooms and placed in special education classrooms. Following these calls a letter was written to the Coordinator expressing my thanks, and explaining that I would not be involved with this district following my conversations with the principals.

At this point I contacted another district. I phoned a senior administrator in the district and explained my study. He expressed interest and approval and gave me names of three schools that he thought had children within them that were behaviorally disordered. I called the schools and two principals and teachers within the schools agreed to be part of my study. These teachers and principals were interviewed during the month of April. Following the phone calls, letters were sent assuring the administrators and teachers of confidentiality and anonymity within the study.

Data Collection

The Interview

Teachers who consented to be interviewed were pleasant and willing participants. One of the first interviews however, proved to be rather an uncomfortable experience. I had difficulty in helping the teacher understand that I was interested in her feelings and concerns, not in what I felt or what the 'right' answer should be.

This experience helped me to be more sensitive in later interviews when the participants were somewhat nervous and apprehensive in answering my questions. The interviews, except for three, took place at the participants' schools. Two interviews took place at the participant's home and the other at mine. All the interviews took between thirty and sixty minutes each and were held at various times during the day. The interviews held at noon were the most difficult to complete, because of the feeling of being rushed, but some teachers felt this was the only time they had available.

The interviews, which were taped, usually began quite informally, especially as I returned to some of the schools more than once and became more familiar with the school setting and some of the staff. I was able to ask questions initially that were more relevant to their particular setting. With each interview I briefly outlined the nature of my research and reassured them of the confidentiality and anonymity with which the interview would be treated. I began all the interviews by asking the teachers to describe the child with whom they were currently concerned. In every case, this began a lengthy discourse that often took as much as fifteen minutes. Teachers appeared very eager to discuss the behaviors they were encountering and their feelings concerning these behaviors. The responses were greatly varied in how these teachers were handling the children and I was surprised at the great differences in emotions and feelings towards the children and how the teachers felt about themselves when dealing with these children.

As the interviews progressed I paid particular attention to the kinds of messages the teachers were sending through body language and tone of voice. Again, great variations were noted according to how they seemed to feel about the child and their own progress with integration.

An interview guide was used during the interviews to ensure that all major areas were covered. However, as the pilot studies progressed I realized that some of the questions were not very relevant in dealing with children with behavior disorders. Other concerns arose which I had not foreseen and my questions often took different directions than I would have thought.

I did have some difficulty keeping my voice and expressions somewhat neutral as teachers described some of the odd behaviors and statements made by these children. As my final question I asked what teachers and administrators felt was the major concern they had with mainstreaming behaviorally disordered children. I often found that provided at least a ten minute response. At the end of the interviews I asked the teachers and principals if they could advise me on any questions I had neglected or any areas they felt were important that I had missed. Following the interview the tape recorder was turned off and I invited any questions. I often found teachers were very interested in what I was doing, but also expressed even more feelings about their situation. I often wished I was able to tape their final words as we walked down the hall together.

Data Analysis

Upon completion of the interviews, I transcribed each fully. They were sent to the teachers and administrators to read, asking them to make any necessary additions, deletions or corrections. In this way a perception check was conducted to assure accuracy. Any changes made by teachers on the transcripts were noted when they are returned. In order to make sense of the transcript data I had collected from the interviews, I used content analysis.

I began my content analysis by reading and rereading each transcript, while listening again to the interviews on the tape recorder, trying to extract clear pictures of the teachers and their concerns.

I also read to identify categories that seemed to evolve from all the transcripts, looking for statements and issues that recurred through-out.

As I read each transcript I marked off and named potential categories evolving from the conversations. Many of these recurring categories had been identified in the literature, but others arose that had not. Therefore, new categories were created that were unexpected.

Once the data were categorized on the transcripts I cut the transcripts up and physically manipulated the data in order to best organize it. I established categories and then attempted to organize the evidence from the conversations to best reflect the category. These pieces were organized and reorganized many times in the hope that the realities of the participants were accurately portrayed.

As categories were being established, and the transcripts were read and re-read, themes began to emerge from the interviews. Recurring elements arose in the interviews and similar concerns and problems were repeated by many of the participants. These themes were then isolated and reflections from participants supporting the theme were presented.

Establishing Trustworthiness

In order to establish the trustworthiness of my research four criteria: credibility, dependability transferability, and confirmability were addressed.

Credibility was confirmed by returning transcripts to the teachers and administrators for verification, corrections and elaboration. The participants' reality were then assumed to be represented accurately. There is also stability to the study in that the data has been taped, the respondents have verified the data and confirmability audits have been achieved.

Dependability of the research is established through sharing of the themes arising from the data with peers, some of whom were involved in mainstreaming behaviorally disordered children and some who were at the time of the study, students, interested in the findings.

Transferability of the research was addressed through the fact that the teachers represent two school jurisdictions and a number of elementary schools in Alberta. The respondents were all teachers or administrators at the elementary level and represented a wide range of years of experience and education, some possessing special education background as well. All were currently teaching or in the administration of a school that had within this school year, children that were identified as being behaviorally disordered.

Lastly, the steps which I have taken in both the data collection and data analysis have been accurately outlined in this chapter and can be traced back to the original data, thus allowing a confirmability audit. A member check conducted with my supervisor provided an examination of the categories I identified as emerging. Peer debriefing involving teachers within the faculty and two teachers currently in the field who are not part of the study occurred as I conducted the interviews. These confirmed the accuracy and appropriateness of the realities I presented. A variety of data sources and theories have been examined through the literature review to cross-check data. To test biases and perceptions of both inquirer and respondents, the interviews were transcribed and examined by both. A journal was kept by the inquirer through-out the research, interviews and reflective time to ensure credibility could be confirmed by an auditor.

Ethical Considerations

Permission to conduct research was obtained for both jurisdictions from the superintendent or central office. Teachers and principals were contacted by phone and by letter, with reassurances both times that their participation was done on a volunteer basis. The respondents were also assured that no jurisdiction, school, teacher or administrator would be named in the results, assuring confidentiality and anonymity. Preceding the interview, each participant was given the opportunity to withdraw and again assured of confidentiality and anonymity in the study.

Summary

The instrument and procedure described in this chapter were designed to gather information on the problems and concerns facing administrators and teachers who were attempting to mainstream behaviorally disordered children. For the pilot study one principal and two teachers were interviewed to obtain indepth information that would provide insight into this issue. A detailed description of the procedure to locate administrators and teachers currently mainstreaming behaviorally disordered children is provided, and details of the interviews which were conducted is cited. Lastly, an overview of the method used in analyzing the data is presented.

CHAPTER 4

DATA ANALYSIS

The purpose of this chapter is to present the perspectives of the administrators and the classroom teachers who are dealing with the realities of integrating behaviorally disordered children into their classrooms. Categories emerged from the interview data. These categories have been grouped to reflect the initial questions or problem statements and are discussed within that question framework.

THE BEHAVIORALLY DISORDERED CHILD

To begin each interview teachers and administrators were asked to describe the behaviors of the child they were dealing with. In nearly all of the interviews this initiated a discourse from the teachers and administrators that lasted anywhere from five minutes to twenty minutes. The behaviors the children exhibited caused a great deal of concern for those teachers and administrators.

Comments such as,

"she's almost like a Dr. Jekyl and Mr. Hyde;"
"maybe she's schizophrenic;"
"she gets really weird;"
"he's crazed;"

> "a split personality;"
> "medically diagnosed as psychotic;"
> "nervous type, non-explainable type behaviors;"

indicated the seriousness of the problem as seen by teachers and administrators.

The following categories examine stories told by the respondents and demonstrates why the behavior exhibited by these students had such a strong effect on the attitude of the teachers and administrators dealing with them.

You Seem Mad All The Time

As the teachers and administrators shared their feelings and concerns, one issue arose continually: the children these people were dealing with had so much difficulty controlling their anger and their feelings towards others. One teacher interviewed felt the child in her class was continually angry. She stated more than once that his foremost, sometimes only emotion appeared to be anger, that, "he has no emotion other than rage." This particular child was suicidal as well as apparently homicidal. He had spoken often of committing suicide and of killing others within the school.

> He had some problems with the lunchroom supervisors and told one of them that when he grew up he was going to find her and cut her to pieces and kill her.

At an assembly the child became upset because he had to put on his shoes and began to discuss killing himself.

> He sat right next to me and he started talking about that he should kill himself and things would be better if he was dead and then he could do whatever he wanted.

This kind of talk and behavior placed extreme stress on the teacher and forced her to remove the child, leaving the rest of her class behind, in an attempt to deal with the situation as best she could.

This child had threatened to kill the teacher as well as members of the class which forced the teacher to keep a constant eye on him. She felt fearful for the other children but felt she was big enough to physically control him if necessary. At one point the child was expelled for choking another child.

> He was just six inches from my desk and reached over and choked the little boy for that. So I had to remove him from the room, pick him up, take him up, which is just exhausting as he's all rigid with rage.

This particular child's behavior was so often extreme the teacher was filled with anxiety for his future and for the safety of her regular students.

Similarly, another teacher mentioned a girl in her classroom who became, "violent...unmanageable." This teacher described the child as perhaps being, "schizophrenic."

She further stated,

> She'll go, 'I don't have to fucking well do what you tell me' and she looks at you like she's got this glazed look in her eye, like she's just a demon. She's not the same person, she gets really weird.

The anger in the children showed up in their actions. As one teacher described a child she had been working with, "You see this kid in the hallway just like a wild man. He's crazed, he doesn't know if he's coming or going."

Further evidence of the problems caused by the behavior of one of these children was discussed by a principal interviewed. A behaviorally disordered student who got into trouble over the noon hour, had run away when she attempted to talk to him and she had returned to her office when,

> I heard a commotion or something or other and he had this big snowball and he looked in and he heaved it at me...But by this time he was really worked up. He was mad at me, he was mad at the kids that dared him and I think he was upset with himself.

This child proceeded to run and as he ran pulled the fire alarm, forcing an evacuation of the whole school. In this case not only the administration but the whole school plus the fire department were the recipients of this child's anger.

Another child was described as having, "real problems when she becomes angry, her language. She sort of thrashes herself about, flailing away at everybody."

The short fuses these children have was mentioned by another principal who was concerned about the program aides that worked with the behaviorally disordered children in his school. These aides had bruises all over their legs, and scratches and bites from dealing with these children.

Similar problems were voiced by another teacher who mentioned the anger the child she was dealing with held inside. This came out as he would bang doors, and fight with other children. The program aide in this particular case would sometimes take him, "and hold him down on the floor and just make him fight and fight and fight until he couldn't fight any longer." Through this they hoped he would release some of the anger that he was not allowed to deal with at home. These scenes were exhausting for the teacher, the aide and the child and disturbing for any others accidently observing.

The danger inherent in the anger displayed by a child was mentioned by another principal. The child had attacked his mother with scissors and, "head butted our assistant principal. He would attack other kids, like almost literally attack them."

This same child often experienced problems outside the classroom putting students and staff in jeopardy.

As the teacher explained,

> If a teacher in the hallway disciplined him for some reason or even spoke to him harshly he might say something back to them and if he did and if they touched him he would get violent.

These kinds of incidents placed a lot of pressure on the teacher as other staff members were reluctant to deal with the child. Consequently she was called away often from recess breaks, lunch and even out of class: the stress was on-going, with rarely a peaceful moment.

A similar problem was voiced by another teacher who discussed a child that was so violent she was unable to let him go to the washroom, "which was just down the hall because he would likely shove someone up against the locker on the way. He was really mean."

The question of the safety of the entire school arose for one teacher and principal who were dealing with a child who liked to start fires. As they were in an old school there was a lot of fear for staff and students should one of the fires become serious. The teacher expressed her fears, "...how many lives are you willing to risk because this child has a right to be educated?" This dilemma reflected, to greater and lesser degrees, the feelings of many of the teachers and administrators interviewed.

Just Too Many Problems

As well as extremely aggressive behaviors some of these children exhibited other types of abnormal behavior that caused a great deal of anxiety for teachers and administrators.

One teacher was dealing with two behaviorally disordered children in her classroom and both of these children, a boy and a girl, showed obsessive interest in sexual activity. These children were in a regular grade four classroom but appeared to be very wise sexually.

> He has an obsession with sexual activity, he pretends he's masturbating, he does it with anything that would suggest something sexual including art work and pencils even...He also touches the other girls and is grabbing them and things...He makes rude comments about my body apparently, when I'm teaching.

Within this same class the girl, classified as behaviorally disordered was also obsessed with sex. The principal elaborated on her behavior, "She will pretend to masturbate for example, which tends to get the attention of a few kids sitting around her." This created numerous problems as the two children had to be kept apart which of course was difficult within one classroom.

> We can never keep the two of them, her and J. with his obsession with sexual stuff, he knows that it will set her off. She knows that it will set him off so we have to really keep them apart. They shouldn't be in the same classroom.

Both the students described above were currently on eye sight supervision which meant there had to be an adult with them constantly, supervising them. The teacher described this as difficult with twenty-four other children in the classroom.

Similarly, another teacher described a young girl she was dealing with as being, "very manipulative, very street wise and I'm sure she is far ahead of her time." This child smoked in the school, and had sworn at different teachers. This teacher stated that, "we can get along fine as long as I bite my tongue and don't cross her the wrong way." This was in a grade five classroom and the teacher was concerned about her influence on the other innocent children in the class.

Another problematic area arose when the behaviorally disordered child exhibited strange behavior that was very disruptive in the regular classroom. Teachers and principals talked about children crawling around on the floor, and making strange noises, sliding under desks, being constantly on the move not sitting for more than ten minutes, messing up someone else's book or desk, running up and down on top of the desks and throwing things off the shelves, pulling everything out of desks and having to watch scissors because of the possibility of them being used on other children and finally simply refusing to work. Other teachers described odd behaviors like walking by other students and sticking a finger in their ear, twittering, whistling and generally constantly disrupting the class with impulsive behaviors. It became evident that these behaviors were very unnerving for the teacher and caused consistent unease in the classroom.

Two teachers mentioned the lies the children told and their concerns about stealing both within and outside the classroom. Again this created problems for the teachers as they had to be involved in sorting out stolen items and in some cases the parents became involved.

There also existed among three of the teachers concerns regarding the medication the children were required to take. In all cases, although the medication had a quietening effect on the child, teachers expressed concern about the amount of medication and the consistency of parents when giving the medication.

One teacher stated,

> On days that he was heavily medicated I noticed a big difference in his behavior, in other words if he had taken too much medicine it was affecting him too much, he would be in a daze, he would be very sad.

Another teacher felt the drug was helping the child concentrate academically but the medication was "scary because eventually his system will become immune to his drugs and it's going to take stronger ones."

A point of aggravation for six teachers and administrators involved the difficulty of supervising these children outside the classroom. There were numerous times when teachers and administrators were called away from lunch and recess breaks to help others deal with the behaviorally disordered child.

Lunch time in particular seemed to cause problems for these children. As one principal stated, "...lunch is a difficult time for them." One child had a lot of problems with the lunchroom aides and had been excluded from the program twice and was at the time of the interview on probation. Recess was also a time when these children experienced problems. One teacher expressed concern over this by saying, "But the other problem too is the minute they walk through that door and head out to the recess playground you can't follow them around." Even going home presented problems, as one principal stated, "So it's almost to the point where they need to come to school at a different time or be escorted to school and be escorted home."

There appeared to be an expectation that the school, either the teachers or the administrators would have to handle these times as well as those in the classroom. As one teachers stated, "It made teachers uneasy. They didn't want to tackle the problem." The pressure of dealing with these children did not end when the bell rang.

As the interviews progressed it became clear that the strange behaviors exhibited by behaviorally disordered children in these classrooms was causing continual tension and distress. Teachers and administrators were fearful for the safety of the children as well as for themselves at times and found this to be extremely stressful on an everyday basis.

You Can't Undo Everything That's Been Done

Besides dealing with the immediate behavior of these troubled students, most of the respondents expressed concern over the background of their charges. They were aware of the importance of knowing the background of the children when attempting to determine how to treat the students. Many of the participants expressed the thought that having the knowledge concerning the children's past helped them to understand and attempt to deal with the behavior exhibited.

Teachers and administrators described backgrounds that were extremely abnormal. One child whose mother was a prostitute, in jail, had been living with the grandmother who also had been put in jail for different reasons. When this happened the child was put in homes that could not handle her. She eventually found her way back home and at the time of the interview was apparently living at home with a cousin that was under suspicion of molesting her. The teacher felt the child had so many problems there was no way anybody in the school could possibly help her. But this teacher was still expected to have this child in class and educate her. The problem seemed to plague this teacher as no solution could be determined.

In another instance, a principal described a situation where a behaviorally disordered child's father was currently in jail for raping the student's sister. The student, himself had been arrested for committing arson but because of his age no punishment had occurred. The student had not seemed concerned at all and had told the policeman questioning him, to "Fuck off." The child had been attending Glenrose Hospital and seeing a psychiatrist but as the principal stated, "...she (the psychiatrist) felt she was just throwing good money after bad seeing him. There were no gains that she could see." The principal could see no hope for this child in the regular classroom but had no success in having him removed. She dealt with this child on a daily basis and commented that the whole school from custodians to secretaries felt the stress of having him in the school.

It was noted by another teacher that the child in her class had come from a broken home and been living back and forth with different people. As the teacher stated, "Her background was part of the reason that she was what she was." Although the teacher expressed sympathy for the child it did not ease the situation in the classroom.

Further evidence of the problems created by a troublesome background was cited by another principal who discussed a child that had been hospitalized for psychiatric treatment and was currently living with an aunt, as the parent seemed to have given up involvement. The school was aware of the problems this created for the new family and the principal felt this awareness helped in understanding what the child had to deal with.

In another situation where the child was suicidal the teacher had been told that there had been a separation in the family and the student had been rejected by his mother. The family attempted a reconciliation and was again split apart. The teacher felt this child went through, "hell and all those wounds ripped open again" with this second rejection.

The most severe case appeared to be a little girl who had killed her younger brother. Her mother was currently in jail and the child was placed in a group home, with the intention of placing her in a home that dealt with children who are mentally ill. However, because the child was under constant eye sight supervision she had not done anything drastic for two years and so the home was rejecting their attempt to place her. The teacher felt they were caught up in a vicious circle, because if they took her off eye sight supervision and allowed her to do something she would get the help she needed but in doing so they were endangering others. The teacher expressed anger and frustration at having to deal with a child so disturbed and even greater anger because she had not been told of the severity of the child's problems. She discovered the information about the child's background by accident in mid-September when she happened to come upon a meeting of professionals: the social worker, the counselor and the school administrators, in the principal's office discussing the child. She was very angry when she realized they had not intended to include her in the meeting. She expressed fear for the other children and concerns for the stability of the child herself, doubting that regular schooling was in any way dealing with the child's true problems.

Indications were that knowing the background of the children seemed to help teachers and administrators feel empathy for the behaviorally disordered children. However, this did not mean the participants knew how to deal with the severe problems these children were experiencing. As one teacher stated, "It's like an endless circle of problems and there seems to be no way out." Another teacher felt that no school setting could change the lives of some of these children. She felt that, "You can't undo everything that's been done."

THE EFFECTS OF MAINSTREAMING

In response to the question, what are the effects of mainstreaming on you, teachers expressed many concerns. Administrators expressed some of the same concerns as teachers, but also indicated other areas they felt should be examined when dealing with behaviorally disordered children. These have been organized into categories and comments from both teachers and administrators are incorporated in the responses.

How Do You Leave a Note Explaining This?

A major concern mentioned among the teachers interviewed was the amount of stress incurred when a behaviorally disordered child entered their classroom. The stress was very evident with one teacher whose voice broke and she came close to tears during the interview. She spoke about her anxiety if she was away from school because she feared what damage the child might do in her absence.

> See I'm afraid to miss school. I can't leave this kid with a sub. How do you leave a note explaining this?

Such were also the feelings of another teacher who dealt with a similar problem. She had been absent one day and had a substitute teacher. She had forgotten to leave information concerning the child with the substitute and a major incident occurred that escalated into the principal, the district counselor and the mother all trying to control the child.

> I had a sub one day and I forgot to tell her not to touch him and she was a disciplinarian and he wouldn't get his books out ... and he went into a fit and as a result (the sub) called the administrator and the district counselor and the mother pulled him in and they wrestled with him for two hours and finally they controlled him.

This type of behavior in the teacher's absence put pressure on these teachers to come to school no matter how ill they felt.

It became evident that the majority of teachers had experienced incidents such as this. As another teacher confided, she would find a list left by substitute teachers of all the things the child had done when she was absent. This teacher had attempted to solve the problem by arranging for the same substitute teacher who now knew the child and was familiar with the child's problems.

During one of the interviews with a principal there was a loud commotion outside the office door and it turned out to be one of the behaviorally disordered children. The class the child was in had a substitute teacher that day and the child was reacting. The principal was not surprised and appeared almost to be expecting it.

Another teacher had been sick in the Fall but kept coming to school because she felt, "the subs would be under too much pressure." Consequently she became worse and ended up with bronchitis. As she stated, "I think I was just over-stressed in trying to handle the situation and it got ahead of me." This same teacher had more than one substitute teacher as they would quit and she was quite concerned that substitute teachers would start refusing to come out to her class. She thought it was likely that administration was not telling the substitute teachers for whom they would be teaching.

One of the teachers and administrators had been forced to work out a different solution if the teacher was absent. In that case the behaviorally disordered child was sent to the office for the day. This produced more aggravation for the teacher as she not only had to prepare lesson plans for the class, but she also had to prepare separate work for the child, which placed even more stress on her when she was feeling ill.

It Could Break A Teacher

When teachers and administrators were asked about the effects of integrating behaviorally disordered children into the regular classroom, statements regarding the amount of stress and frustration on the teachers were repeated over and over again.

This was reflective of all the teachers as they appeared to feel very responsible for the child and the regular students in the class. This was evident in comments made concerning the fact that worrying about these students continued well past school hours.

As one teacher stated,

> But it follows you around. It doesn't go away.
>
> Well, our special ed. teacher who has been helping me with B. has had nightmares about him killing people. So it does, it follows you around, it

doesn't go away.

This concern was reiterated by another teacher who discussed how upsetting it was personally to deal with this type of child. At one point she felt she was gaining somewhat with the child, but his behavior outside class forced his expulsion from the district totally.

> I went into the principal's office and I actually got upset at the principal. I cried because I was upset because he officially expelled the child. I was sad that he (the student) didn't know when to stop.

Overall, the teachers felt the behaviorally disordered child created a great deal of stress for them and the continual problems were always, "weighing on your shoulders really heavily."

One administrator was plagued with his concerns in dealing with a violent, upsetting situation and then attempting to return immediately to normal and go about his daily routine.

> It's fine to say, hey you're professional and you're trained, and you can go into a violent situation with a child that's there and then normalize immediately with other children. Now psychologically that's not very sound...in an institutional situation where things operate normally to expect people to go into a complete upset and a few minutes later go back to total normalcy isn't normal in itself.

The question of stress and frustration felt by teachers having to deal with these children was an area of concern noted by one principal. The fact that the school did not have the proper facilities to deal with them caused him consternation as well.

The difference it made to take one of these students out of the class was made clear by another administrator. He stated, "It makes such a difference to how the teacher feels...how that affects your performance, how the other kids act." Such were also the feelings of another administrator who had two of the three behaviorally disordered students leave his school and he revealed that focussing on one made, "life for the entire school quite a bit better."

Two principals expressed fears that schools would be getting more and more of these kinds of kids and this would be causing more and more stress on teachers. One of the principals said she was glad her school was far from the nearest bridge because she thought on some days some of her teachers "would be looking to jump off."

This was reflective of the feelings expressed by many of the teachers when discussing the frustration in dealing with behaviorally disordered children. Two mentioned feeling discouraged because even though there were days when they felt the child was making progress they foresaw in the long term they were not making any impact.

There existed among teachers the frustration of knowing what the home life was like and feeling there was never really going to be a change or an end to that rough part of life for the children. One teacher felt the child very much needed a family and home but all she got was a group home with shift workers.

One teacher confided that she felt very bad that she was unable to handle the situation. She had become very stressed in attempting to deal with the behaviorally disordered child in her class and the child was moved into another classroom where he initially improved. Of late he was again experiencing problems, but this did not ease her conscience and she was left feeling inadequate and a little ashamed that she had been unable to maintain discipline.

In another instance a behaviorally disordered child had moved to another city to live with his father but the teacher was afraid in time he would return to live with the mother. She went to her principal and said, "Look if he comes back, I don't want him. Don't give him to me...we've done everything we could as a school for him and for the family". When asked how that left her feeling she said terrible, because she had tried very hard to help the child to the extent of calling his social worker every day for help. She felt she simply could not go through this arduous type of experience again.

This type of concern was revealed by another teacher who discussed the exhaustion she felt at the end of the day. She felt if she got her plans ready for the next day that was all she could ask of herself. A second teacher echoed that sentiment stating, "...we're scrambling, we're just surviving day by day."

Similar concerns were voiced by four of the teachers who discussed their anxiety about their fellow teachers and what having behaviorally disordered children in the classroom was doing to them. One teacher mentioned a beginning colleague in her school that was becoming convinced she was not a worthy teacher because she was experiencing so much difficulty in handling the behaviorally disordered child in her class. This teacher classified herself as a confident teacher but revealed that she had gone home for the first time that she could remember and cried about her class. She felt she was a strong person and if that could happen to her, "it could break a teacher." Similar fears were expressed by another teacher who felt that some of the teachers on her staff were "cracking up" and this worried her. A third teacher spoke of a man on staff whom she believed was totally burned out over the situation with the behaviorally disordered child in his classroom.

For one teacher the situation changed her personal and professional life to an unacceptable degree. She was holding down another, quite prestigious position, that took her away from the classroom for four tenths of the week. She found the teacher that was replacing her was not able to handle the situation in the classroom and so she resigned her position in order to both help the other teacher and to best deal with these children. She felt she had been forced to make a strong point about the children she was handling to try to make the senior administration aware of the situation. In frustration she wrote letters to senior administrators and the Chairman of the Board explaining her position. Consequently she now considers she has jeopardized her future with the system. She feels she has been classified as a "rabble-rouser" and will likely have a difficult time obtaining the administrative position she would like.

Further evidence of the stress involved in working with these children was brought up by a teacher who indicated she was getting more colds, headaches and gastric type problems than ever before.

Working with these children created highly emotional situations that teachers and administrators were forced to handle. As indicated by the tone of their voices and their words these situations did not disappear the minute the anger and rage ended. As one teacher stated, "...there's just this heavy atmosphere that rides over your head and you're just waiting for it to drop, and you're just constantly waiting for something to happen."

Training Would Be Helpful

When looking at placing physically handicapped children in regular classrooms, the teachers interviewed in this study seemed to consider teacher training in special education as helpful but not as being of particular relevance. When asked about the importance of special education training in dealing with the behaviorally-disordered child they expressed sentiments such as, "I think it would have been helpful," or " You learn something from whenever you take it."

> I'm not sure what special ed. training would be. It would make the options a lot easier and give you some strategies. Or you would know what to read. So I think it could help.

In addition, one teacher felt that regular teachers should not be handling behaviorally disordered children at all, that she would like to see people that are trained professionals and know what they're doing working with these kids.

The feeling that counseling these children should not be part of her job was expressed by one teacher. She stated,

> And I'm not trained in any way. I mean I keep saying to people over and over, if you want his handwriting improved, if you want him to learn something about settling the west I can do that. I can't counsel the kid, I have no training.

In contrast, one teacher who did not have special education training felt that after several years of teaching "emotionally disturbed children" she had gained some training through experience in how to deal with that type of child.

One of the teachers interviewed who did have a special education background, felt there was a real benefit to that. She knew how to develop a behavior management program and stated that the knowledge gave her, "an extra set of resources."

There appeared to be a consensus among the administrators as well when questioned about special education training. In general they did not seem particularly concerned or perhaps aware of the benefits. As one principal stated,

> So far these children have been placed in the regular classroom where we sort of cope with a limited number of resources.

When asked if they had attended inservices dealing with behaviorally disordered children most teachers indicated they had not, although they did feel their administrators would support them if they chose to go. One teacher had gone to an inservice that turned out to be a two day workshop on how to restrain a child and found she did have to use this when she was attacked by one of the behaviorally disordered children. She had also attended a workshop that she thought had been directed by parents. According to her, the leaders in this workshop indicated that everything was wonderful. They discussed the training teachers and aides needed to have and the communication between home and school. However, this teacher came away saying, "everything they're saying is right and true, so why isn't it happening, why isn't it happening now?" She felt the theory was not making the transition and becoming a practicing reality.

In contrast, two of the administrators who discussed inservicing saw it from two different perspectives. One felt "you can inservice until you're blue in the face but when you're dealing with severe behavioral problems they'll crop up as they please and in situations you least expect." He indicated regular classroom teachers "were not exactly invited to the inservices that dealt with behaviorally disordered children, they were meant more for the counselors and other people."

The other administrator felt there had been a lot of focus placed on inservicing but also did indicate that his teachers had been sent to only one, the one that dealt with restraining these children.

It would appear in these cases that more immediate concerns teachers and administrators have when dealing with behaviorally disordered children over-ride their desire for further education. All respondents quickly advanced to another topic following these questions and seemed quite uninterested in pursuing this area.

Negative Vibrations

During some of the interviews the question of problem teachers versus problem children arose. One administrator and two teachers were quite adamant that some of the problems of behaviorally disordered children stemmed from negative treatment from teachers. The one special education teacher interviewed stated,

> I think through the years they've had lots of negative vibrations from teachers simply because they haven't been able to keep up or their work isn't done and all the other things that go along with that.

The other teacher was more concerned about the treatment of children she was witnessing on a daily basis. She described an incident where the neighboring teacher had been dealing with a child in her room that was quite a problem. The child had a temper tantrum and went flying out of the room, screaming. When the respondent made an attempt to sympathize with the neighboring teacher her response was, "I'll break you kid before you break me." This teacher was horrified by this response and was concerned that these teachers as professionals needed to update themselves and supply something positive in these children's lives. She felt that although they were not likely to change the children's lives, the teachers should attempt to make "life a little bit nicer for them so that they have somewhere to come each day where they feel safe, because they don't have anywhere else to go."

Destructive talk towards behaviorally disordered children was mentioned by one teacher who felt most teachers tend to be negative when discussing the child. She felt there was not positive time spent discussing the problem.

One other teacher found it odd that the child's previous teachers had not attempted to do something about the strange behavior she was seeing. This left her wondering about her concerns and whether they were valid. She was convinced the child had problems but not having heard this from previous teachers caused some insecurity for this teacher.

Similar concerns were voiced by two administrators who expressed disquietude over teachers and the issue of negativity when dealing with behaviorally disordered children. One principal felt a lot of teachers were not willing to accept the child at the level the child was at, with the kinds of behaviors he had and be willing to work to try and improve them, instead "it becomes a power struggle." He felt the teacher needed to care enough to want to do something more than just cope, they needed to care enough to go beyond that to do something for the child. He also noted that some teachers were simply more skilled at dealing with the more difficult students and these teachers consistently were required to take this type of student.

Using stronger terms the other principal stated that, "...you reward that teacher for his or her lack of skills by not giving him or her the kid and you give another one to the teacher who's doing an excellent job." He felt this was not really a very fair way of rewarding the skilled teacher and this bothered him. In fact, this principal had removed a troubled child earlier in the year from one teacher's class, placing him in another classroom, an action which he saw as punishing the more skilled teacher. However, he felt this would give the child a chance at success that he would not have had in the other classroom. This seemed to disturb this man and he realized in his role as principal he would have to deal with the first teacher in some way over time. This principal expressed the feeling that from an administrative point of view he was just as often dealing with a "teacher problem" rather than a "kid problem", giving examples of students who had minor behavior problems but when placed with a different teacher these escalated to major problems.

THE EFFECT ON THE OTHER CHILDREN IN THE CLASS

When teachers and administrators were questioned as to the effect mainstreaming a behaviorally disordered child had on the other children in the class, without fail there was concern expressed for the safety and education of those children. The question of equity between the other children in the class and the behaviorally disordered child emerged in most of the interviews. Teachers and administrators expressed concerns, sometimes grave concerns, about the welfare and safety of the other children in contact with the behaviorally disordered child.

Have Some Mercy on Little Children

A major concern arose as the majority of teachers questioned the danger the other children were placed in when in contact with this child. In addition, the lack of concern felt by the behaviorally disordered child after hurting another child in the class or on the playground raised feelings of discomfort.

As one teacher stated, "And what is the potential danger for other children? It was getting to the point where somebody would walk by her desk and she'd hit them. And she had no remorse." This teacher felt unsure about how to deal with this ongoing problem and in addition expressed frustration at having to deal with it at all, as she was there to teach.

One very upset teacher, who had a child with severe problems felt the other children should not be exposed to some of the behavior exhibited by this child. She felt the child she was dealing with was so disturbed that you would likely see similar kinds of behavior in a psychiatric ward of a hospital.

> I think he's mentally ill to the degree that I think it puts a lot of pressure on young students to see this kind of disturbance. No adult likes to go to a psychiatric ward of a hospital to see that kind of disturbance, I don't see why children should have to see it every day in a regular classroom. In real life people, who are as disturbed as this are not sitting at the desk next to you when you're at work.

This teacher felt that although children who are behaviorally disordered need not necessarily be all put together, it was just too difficult for her and the rest of the class to continue dealing with this situation.

> I don't think I should have to deal with it! It's disturbing me so to disturb a child who hasn't got any perspective on this, it's hard on them...It's not like you want them all grouped in a room dragging each other down, all the sick ones, but have some mercy on little children.

Through-out the interviews the same kinds of comments and concerns were expressed that dealt with the disruptive effect the behaviorally disordered child had on the class. Concerns for the safety of the other children and their ability to concentrate and continue with their own learning were expressed numerous times. The following comments from teachers and administrators deal with these issues:

> It's a lot of pressure to know there's someone that upsetting out there who may threaten to kill you or reach out and choke you.

> ...on the playground he could be very vicious kicking and fighting with children. It didn't matter what size they were, he was a fighter and he prided himself in that.

> So he's very disruptive and very upsetting to have around. And because of his attention deficit he can't work in a group this large (up to 27 students).

> They (the children) might brush beside him getting dressed or something and he'll scream and turn on them...he becomes violent with them.

> They're really interfering with the learning of the other students in the classroom.
>
> ...it's like living in a jail, you have to structure your environment, you can't have a lot of activity.
>
> The fact that he pushes and shoves and it gets on their nerves, he's mean all the time.
>
> That child is disrupting the lives of every person in the class and...the rest of the class was suffering because of the attention needed to be given to P. (the behaviorally disordered child).
>
> The girls are very, very wary of N. (the behaviorally disordered child)...the other kids generally stay clear of them.
>
> At some point you have to decide, giving him a fair shot and at what point are you being detrimental to the students that are there, the best for them.
>
> Yes, this L. could be a danger to the others, if he is out of control.

Obviously the question of the safety of the other children in the class had emerged as a major concern for teachers and administrators.

Although the teachers and administrators expressed grave concerns for the other children in the classrooms numerous respondents mentioned the fact the children had made efforts to be accepting of the behaviorally disordered child. Two teachers mentioned how tolerant the other students were and both felt the students had tried to "give the child a fair shot." It was noted by one teacher that students can often "handle each other's differences more than we think they can." In addition these teachers both mentioned they felt their students gained a little bit of understanding and a lesson in terms of social acceptance from having the behaviorally disordered child in the classroom. One teacher did feel however that no matter how hard the children tried, the behavior exhibited prevented real acceptance.

> He kept trying to be liked but didn't have the mechanisms or mannerisms that made him likeable, so even though the students tried hard he could have become dangerous because he wouldn't have been satisfied with not being liked.

One principal interviewed indicated this was true to some degree but more important in his mind was ensuring the children in the classroom were safe first. In accordance with this belief he had removed students that threatened that safety. However, he recalled times when the children ~~had~~ worked very hard at accepting and trying to deal with the behaviorally disordered child but he was concerned that they should not always have to deal with this situation either.

> The thing that I've observed and maybe I'm even too positive about it, is that the children usually go to bat, the children usually rally around somebody who's having problems. They do very well that way...The only thing that happens with some of them when the behavior becomes quite bizarre the children then have to start avoiding...They simply avoid when they know there's trouble there. I guess they learn from it but maybe it's more than some of them should really be required to handle.

One other principal mentioned that he had done a student survey and had been upset to find that fortythree percent of the students "identified that they weren't happy about the way other students behaved in the classroom." He felt this was possibly indicative of children's concerns regarding the classroom behavior of these problematic children. This evaluation concerned the administrator and he was eager to attempt changes in the coming year that might ease the situation for the regular students.

The rights of the children in the classroom was mentioned by one administrator and one teacher. Both felt that every child has a right to an education and the school had an obligation to those children and to their parents to supply this. They felt the majority's right to learn in safety should not be jeopardized by the rights of the one child.

It became evident that a major concern expressed by teachers and administrators was that of the safety of the other children. They also expressed concerns regarding the amount of time taken from the learning environment and from administration in order to deal with this one child.

THE SPECIALIST SUPPORT AVAILABLE

When asked to describe the specialist support available both through central office and from within the school, both teachers and administrators expressed frustration with the lack of and incompetence of support services currently available to them when dealing with behaviorally disordered children.

It's Not Worth Your Time

Overwhelmingly, teachers and administrators interviewed, expressed disappointment and frustration with support services offered both within the school and within the district. Some of the participants had also dealt with agencies outside the education system and found most of these contacts to be less than beneficial as well.

Only two teachers had anything positive to say about the support services available within their districts. One spoke very briefly when questioned about support services, quickly changing the subject following her short statement. She did indicate that the counselor for the district "was available and checked with me periodically to see to what stage S. (behaviorally disordered child) was progressing." The other teacher who indicated she was receiving assistance was part of a pilot project in which the child's social worker intended to monitor the class and track the child's behavior. This had nothing to do with the district but was part of a Social Services project and the teacher was very positive about the help they were offering her.

One administrator also indicated that within his district there were trained consultants available as well as a psychologist on his staff. He felt the school was very fortunate in this area. He did, however, feel that because of cut-backs in health and welfare a lot of the resources that at one time were available had dried up and the schools were being required to take on more and more.

He stated,

> A lot of the children that at one time would have gotten help through institutions, the institutions have closed down, the kids are placed in group homes and the group home happens to be in your community and the child attends that school.

The remainder of the teachers and administrators consistently expressed dissatisfaction and disappointment with the amount of help available to the teaching staff dealing with the behaviorally disordered child as well as to the children themselves.

With regard to in-school support, numerous teachers and administrators felt let down by the counselors within the school. The following comments indicate the depth of their dissatisfaction.

As far as in-school counselling I don't think

> it works well.
>
> To be very unprofessional for the moment, I have given up on her (the in-school counselor). I find it much easier to go on my own...I am not dealing with this lady any more.
>
> I knew that the counselor wouldn't write such a letter (a letter discussing the child's problem) and if she did she wouldn't write it on any first hand knowledge because she's never observed this classroom. There is no way I would trust her.
>
> On paper we've got support services. We've got a wonderful psychiatrist, you know, that isn't really there.
>
> He (the behaviorally disordered child) was receiving counselling. However, one on one he acted like a charmer with his counselor so I don't think she realized some of the things that were actually happening.

Teachers and administrators showed equal frustration when support services from the district were mentioned.

The isolation felt by one teacher was evident as she became quite agitated when discussing available support services in her district. She confided that the consultant, who was the only real support offered by the district was useless.

She stated,

> He doesn't understand, I think, the severity of the problem and he doesn't have any of the contacts or knowledge bases to get them any help. Most of us in the district are at the point where we don't consult him at any level. It's not worth your time.

This teacher had dealt with this consultant on other occasions and felt total frustration in her attempts to get help for her children. She had learned to bypass the consultant and was attempting to find solutions for the children's problems on her own.

> But when I've got a kid that wants to kill himself that gets my back up...he doesn't know anybody that knows anybody anywhere. We're going to do it by the back road. We've had to have kids tested by jumping the chain before.

In another situation the teacher disclosed, she felt she was forced to fight every step of the way to get help for a child in her class.

> So I argued and argued and argued and argued and he said, well, maybe she did (need further testing) and nothing happened and nothing happened and nothing happened...finally the parent said, he knew someone in (another district) and got their consultant...We just jumped right over him because he's not functioning.

Further evidence of feelings of frustration and aloneness were divulged by other teachers. As one teacher revealed when discussing the psychologist in her district, "He doesn't know children, he doesn't relate...I haven't felt a wealth of support there." Another teacher mentioned that teachers in her district felt the support was so useless they "pretended he (the psychologist) doesn't exist."

Similarly, another teacher talked about the requests she had put forth for the school psychologist for the district and the lack of response she received.

She hoped he (the psychologist) would come to the school and observe the child and then discuss appropriate action. At the time of the interview, in May, the psychologist had not yet been out to the classroom although the referral had been made in October. The teacher felt no support and suspected the next year would bring further problems for the child, perhaps then ensuring the involvement of the psychologist.

A point of aggravation for two of the teachers were reports they had received from specialists, one from the reading specialist and one from the psychologist. In the first case the reading specialist had tested the child and indicated that the child was reading and spelling at a grade eight level in a grade four classroom. The teacher however, found he couldn't "get so much as a sentence done in here." She felt the report was basically useless because it provided no suggestions or useful information for her to work with. The other teacher had difficulty getting the psychologist's report released initially and when it was finally obtained, discovered it said "that he had some problems and it recommended that he got some treatment and that was all." The lack of detail and tardiness in being brought to the teacher's attention made the report virtually useless for her.

The extent of support available was also discussed by two administrators. They both indicated support was superficial and they were not receiving the kind of support that they would really like.

Beyond the school district, many teachers and administrators had been involved with services external to their schools. Again, there were repeated statements detailing frustrations and disappointments in the support available for these children. In one case of neglect by the parents the teacher stated, "It took three years of talking and referrals, of telling what we saw and finally social services came in." Similarly a teacher explained the situation she was involved in.

> I had another one before Christmas who was in a neglective abusive type home in my opinion and I called Social Services every day and we rattled and rattled and rattled and rattled and rattled. And they had him set up to come to a Catholic Social Services Program and the mother decided to send him to the father in Calgary and we lost him.

Such was also the case with one of the principals, who mentioned a situation where the school had difficulty receiving attention from outside resources and when they were finally accessed the family moved. He appeared to be frustrated with the amount of time it took to get movement by Social Services, enough time for the family to remove themselves when the situation became sticky for them.

The emotional drain of being unable to assist the behaviorally disordered child in her class was expressed by one teacher. She was dealing with a suicidal child and felt anguish over the lack of psychiatric facilities available to this child and his father. She felt he was in desperate circumstances with no help available.

As she said,

> We just don't know where to go. There doesn't seem to be a child psychiatric type of place. If an adult was having a problem they'd take him to emergency...you can't seem to do it (get help) for someone like this. There should be almost an immediate place that you can go.

Two other teachers mentioned the lack of people available that are trained in and had an understanding of special education. They both suggested there was a need for someone to be in the school interacting with the children, "not a paper pusher", that could be available to observe and consult with teachers, and thereby help the teachers control their actions in the hopes of improving the behavior of these children.

Another Set of Hands in the Classroom

In a number of cases, school districts or schools had hired aides to work in the classrooms with the teachers to assist with the behaviorally disordered children. Opinions on the usefulness of the aides varied. Some teachers and administrators felt the aides were extremely helpful and were an integral part of a working program.

As one administrator stated,

> Most of it (funding) has gone...to support highly trained program aides within our school. I feel we are very, very fortunate to have two program aides to work with our kids, that are so highly trained.

Another administrator used the aide to take the pressure off the teacher and often to remove the disruptive child from the classroom. The same situation existed for another administrator who stated,

> ...we've hired a full-time aide, another set of hands in the classroom to monitor...and just generally help out in the classroom so that when a situation erupts there's somebody there.

Most teachers who had aides in the classroom expressed similar sentiments regarding the use of these people in the classroom. All spoke highly of the aides that were in place and many mentioned the training the aides had. For example, one aide had worked in a group home prior to placement at the school, one had worked with adaptation classes for ten years, and one was currently taking classes at Grant MacEwan Community College dealing with behavior disordered children.

Of the respondents interviewed, three expressed opinions that differed slightly when discussing classroom aides. One teacher indicated that when the hiring of the aide had been discussed, the principal had suggested alternatives. The principal had indicated for the same salary the option of hiring an intern teacher could be considered rather than a teacher aide to assist those teachers with behaviorally disordered children in their classrooms. The teachers had opted for an intern teacher in the hopes that they would be spared the extra burden of training and producing work for an aide. Unfortunately this particular intern teacher did not work out for the school, so the teachers ended up working alone with the children.

The other teacher who expressed some reservations about an aide in the classroom stated that, "An aide will help me, maybe I'll survive but - you don't look out for yourself in this kind of case." She felt the aide was not the answer for the child she was dealing with who had such severe behavioral problems.

The only dissenting principal was one who had hired an aide that did not work out. She stated, "We had an aide working with him (the behaviorally disordered child) but he was totally obnoxious to him so that didn't work out."

The question of aide time was broached by many of the teachers interviewed. Some had no aide time at all while others had what they felt was inadequate aide time and this they blamed on the administration. One of the teachers indicated that the aide time was spread too thinly through-out the school and was totally inadequate for her needs. As well, she expressed some annoyance at the constant demands on her from the aides to meet, to discuss and to deal with the problems of the behaviorally disordered child.

THE ROLE OF THE SCHOOL ADMINISTRATOR

Both teachers and administrators were asked to discuss their perceptions of the role of the school administration when dealing with a behaviorally disordered child in the regular classroom.

The majority of teachers viewed their immediate administration as being highly supportive, but comments about senior administration were not as positive.

The administrators viewed their roles in a variety of ways as individuals stressed different aspects of the school programs, according to what they perceived as being the most important.

My Principal Has Been Very Supportive

The teachers involved in this study generally spoke highly of the administration within their immediate schools.

In contrast one teacher was very upset with the support she had received and she expressed this feeling very strongly. Her comments were directed in two areas.

First, the funding that should have been allocated to the two behaviorally disordered students in her room was spread through-out the school and so she was often left without help. These two children had to be under constant eye-sight supervision which she found extremely difficult in a regular class that at different times during the year had as many as twenty-seven children. Her principal did acknowledge at the end of the year that there had been mistakes with funding and he hoped to correct that next year. The teacher's reply to this was, "Thank you very much, if I'm still sane by next year I'll give some advice to whoever gets him (the behaviorally disordered child)."

This teacher's second concern centered on the fact that the principal had never observed her classroom and so she felt was unable to adequately judge the truth of what she was saying concerning the behavior she was witnessing. She felt he doubted some of what she was documenting and her frustration came out with these statements, "...like are we bitchy teachers or what's going on here? Can't we handle our classrooms? Like does he think we're a bother and yet we've got how much money for this school?"

This particular teacher found the whole situation very distressing, especially the fact that there "had never been an acknowledgment from the administration" of the severity of the problem.

The remaining teachers spoke quite highly of their immediate administration with comments such as:

> ...my principal has been very supportive but he's at a little bit of a loss.
>
> He (the principal) sure listens to me and understands the desperation...
>
> Wonderful, you know really wonderful. They (the administration) were very supportive in trying to help deal with the problem because lately he's scary.
>
> ...the principal and vice-principal are more than willing (to come into the classroom and help). But they're only two people...if they weren't run off their feet and turning grey I could go in anytime and say, listen this what I want to do, help me.
>
> But the office just said...your health is the most important thing. (when the teacher felt badly about being absent due to illness and problems erupted with the behaviorally disordered child)
>
> ...again, that's where I have to really credit the administration...it has made things a lot easier for me too...the principal is really involved with the parents. So she spends an incredible amount of time dealing with kids and relieves a lot of the burden off the teachers. I can't imagine being in a school with these kinds of kids and not having that kind of administrative support. There's no way you could do it.
>
> ...I have nothing but positive things to say about

> them (administration) because they bend over backwards... They maybe give us more credit than we deserve for being able to make decisions with these kids but it's been great.
>
> ...I decided to talk to the principal and he felt really sorry because he couldn't do anything about it...and he's really good, if I went to him today and said, you've got to go see her (a parent) and tell her to leave me alone, he would do it.

In one situation the principal of the school had even offered to drive the behaviorally disordered child to psychiatric sessions if the father could not get time off work. This involved at least an hour drive each way, which the teacher felt showed how concerned this particular administrator really was about the child and the situation he was caught up in.

Even though the teachers felt very strongly about the support they were receiving from the administration in their schools, two teachers had two items where they felt their principals could have been a little more assertive. In one case, the teacher felt the administrator should have demonstrated more assertiveness when attempting to get help for the child. She felt he should have "kicked up a fuss" and not been so "delicate about who's going to pay for things in the chain of authority." The other teacher felt the administration should have worked harder on bringing the staff together to talk about the problems brought on by these children and helped to build an in-school support system.

When discussing district administration beyond the individual schools some teachers and administrators expressed a lack of faith in the support received. The two teachers who mentioned district administration both felt these people did not stand up and make the appropriate decision for the child and the teacher. One teacher stated,

> The ----- (district administrator) does absolutely nothing. I think he's just a wimp. He just basically doesn't have the guts to maybe stand up and make some decisions. Because we have kids in that school that should be in special programs.

Similar concerns were raised by another teacher who mentioned her district administration when discussing support services available. She had expressed extreme dissatisfaction with the services available, but felt the senior administration really did not want to know about the problem.

She stated,

> You see I think if the ----- (senior administration) wanted to hear that he would have heard it before. If you're open to hearing that sort of thing. We have parents who don't want anything to do with this man (psychologist). Our principal has mentioned one or two times that he's just not effective. I think if they wanted to hear that this fellow wasn't doing what we needed they would have heard it before.

The end-of-the-line type of frustration these teachers felt was evident in those comments.

This was reflective of the feelings of one principal who expressed similar sentiments. She had been attempting to obtain support from her superior when dealing with a behaviorally disordered child but felt she had been given no assistance and the decisions as to placement, suspension and dealing with parents rested totally on her shoulders.

In another situation the principal felt his superiors, right up the Board of Trustees were supportive of him. He had requested an aide be hired early in the year and that was done and for the upcoming year he requested a full-time counselor within his school and his superior complied with that also. This principal felt the trustees in his district were upset about the fact that the provincial government was dictating that the districts "must educate everybody without providing the funds to do that." In contrast to the principal above he felt he did have the support of senior administration.

My Role is to...

Evidence that administrators had quite definite views on what their role was when dealing with behaviorally disordered children was indicated in the assertive statements they made. These varied as the individuals stressed those aspects of the program that were more important to them.

There was definite concern on the part of the administrators regarding the issue of the safety of the other children in the class when in close contact with the behaviorally disordered child.

As one administrator stated,

> ...my role is to make sure that the situation in the classroom is manageable and that the safety of the children is assured...my role there is one of assuring the safety of the other children and making sure that the classroom can continue functioning at a satisfactory level.

This particular administrator mentioned four times through-out the interview his concern with the safety of the other children in the school.

Although all the administrators mentioned their concerns for the safety and well-being of the other children in the regular classroom, this did not assume as large a role for many of the principals. Two of the principals mentioned aides that were in with the child and assumed more of the role of keeping track of the behaviorally disordered child and keeping this child away from other students, thereby releasing the administration from dealing with that aspect on a regular basis.

It was noted by two principals that they had to restrain children and the violence involved in these situations was a concern. However, both seemed to feel relatively accepting of their part in this and were able to put the matter aside without experiencing too much stress later.

One of the principals stated,

> My main purpose usually is to provide time for the thing to work itself out rather than to try to change things like right now because it's virtually impossible and it keeps the kid very upset. So I usually try to provide time...provide the time for the student to release the anger or whatever it is that's happening to him...and then try to get him back into the regular setting.

The role of administration in dealing with the community and the parents of the behaviorally disordered child was also discussed. Principals often were aware of community concerns with these children but attempted to separate the school from community complaints. One principal mentioned specific incidents he had become aware of and his position in these.

> We know that there are problems within the community on occasion...the community is also aware of the two or three chronic but relatively minor behavior problems.

When questioned about his role in these problems he stated,

> ...those complaints spill over into frictions between families and so forth. And we can't get into them very much.

This administrator seemed very aware of the parent he was dealing with and expressed caution in handling the children after becoming aware of the parent's circumstances.

> As an adhoc every case is quite different and has to be treated differently. Children come from a lot of sources and in many cases there's no sense in me hounding or getting after the parents to do something because it will either bring on more difficulty for the child or it simply won't do anything.

This was reflective of statements mentioned by two other principals who had met with parents. Neither felt they had encountered a lot of success when dealing with the parents of the behaviorally disordered child.

Two of the principals felt their role was more directed at programming and allocating resources for the school. One principal, whose school was relatively small, about three hundred and fifty children, spoke of "helping to set up objectives for programs within the classroom, working with teachers directly, giving some ideas for them to follow with these kids."

The other principal spoke at length on providing support for the teachers through the proper allocation of funds and resources.

He felt his role was to,

> provide as much support, build in as much support as I can for the teachers so that you are given access to go and get training, we have program aide support in the school...and then to constantly

monitor the program.

This principal was head of a large school, over six hundred children and appeared to have been under some tension from staff demands. He stressed repeatedly that he was responsible for the "global view" and teachers in their individual classrooms were often not aware of what was happening in the rest of the school, that also demanded a response from him. Consequently, he felt they did not always receive the full-time program aide they expected and this caused some disagreement. He stated this was a dilemma and he would have been pleased to be able to provide more but as the principal of the school it was up to him to balance the available resources.

Towards the end of an interview one principal expressed some feelings about the changing role he's had over the last ten, twenty years. There was a sense of frustration and feeling of loss expressed by this principal who told the interviewer he had been an administrator for twenty-five years. He felt that the times had changed and the children who previously were marginally behaviorally disordered were,

> beginning to know that they can get away with more and more with the consequences being just a lot of talking.

He expressed his lack of faith in some of the changes he had seen.

> ...there are a lot of changes and the changes quite often are put upon you regardless of what kind of good results you've had...

This administrator appeared to be a concerned and caring individual, but there was a definite note of frustration in his tone and speech when discussing some of the administrative decisions made above him and when discussing the problems of dealing with these special children.

While all the administrators expressed concerns about the safety of the children in the regular classrooms who were associating with the behaviorally disordered child, some focused on involvement with parents while others were more involved with program development and resource allocation.

The Funding Goes into the Pot

Funding of behaviorally disordered children was an issue that arose with some of the respondents. Both teachers and administrators expressed concern about the fact that funding often dictated how the child was to be educated. When the decision was made by districts about where a behaviorally disordered child was to be educated the fact that there were associated costs became a factor in the decision.

As one administrator stated,

> ...I think the legislation has changed to the point to where school districts are responsible for educating all of their resident students whether they get sent to other places or not we still have to pay for them. So I think there's a very real financial reality out there that sending kids off somewhere else is probably going to end up costing more than trying to deal with them here...

This same administrator in discussing the needs of the behaviorally disordered child remarked that even though the school had concerns about how to best educate the child there was a problem with funding. Resources for the one child could only go so far and "the provincial government will only do so much for them and it's not really very much at this point."

The other principal who discussed funding was working with a school based budget system and so was much more involved in the decision making process as to where resources would be allocated. One of his concerns was that within his school there were four children classified by the district as behaviorally disordered for funding purposes, but in fact the school had seven children that he felt had "pretty severe emotional disturbances." His decision became one of trying to spread the funding to cover seven children rather that the designated four. This caused some problems with teachers who knew their behaviorally disordered child had been fully funded but was not receiving the resources that funding could supply. He felt his responsibility was to "provide for these kids regardless of whether we have funding."

The teachers who discussed the problems inherent in the funding issue were more adamant about the lack of resources due to funding restraints. One teacher remarked, "I'm just hearing about if we do that (send the child to a school in another district) it costs money and the school district doesn't like it." She felt the best interests of the child were not being considered because there would be an additional cost to the district.

Another teacher exhibited anger because she knew exactly what the two behaviorally disordered children in her classroom were funded for and she was not receiving the allocation that was due to these children. She was not satisfied with the explanation offered by her principal and felt the funding was very unfairly distributed in her school.

Funding for behaviorally disordered children is very specific and one teacher remarked that in her school these children were not receiving their allotted resources. She stated, "The behaviorally disordered children are just being dumped in and the funding goes into the pot, the big school pot and the teacher is left in the dark."

The situation is viewed differently when examined by teachers and administrators. Those who expressed their opinion on funding all expressed concern at the limited amount available to help the behaviorally disordered child but the teachers indicated that resources were not being allocated properly for the designated child. The administrators were dealing with the needs of the whole school and saw the issue as one involving more students and having the necessity of using the funding to supplement where necessary in the school.

PARENT INVOLVEMENT

When teachers and administrators were questioned about the involvement of the parents of the behaviorally disordered students, the majority of the respondents discussed cases where parenting usually contributed to the behavior they were witnessing in the classroom.

As well, the majority of the teachers and administrators often had difficulty when dealing with the parents of the other children in the class.

Listen to Your Teacher and Be a Good Boy

In all of the interviews the respondents expressed a great deal of concern about the children's past, their family life and the current involvement of the parent.

In the majority of cases, the teachers and administrators found dealing with the parents extremely difficult. For most of the behaviorally disordered students, teachers and administrators attributed the home as one of the major causes of the child's disturbance. When describing the situation for these children at home, teachers and principals mentioned parents that were unable to cope.

> His dad said he was at the end of his rope and didn't know what to do. He has a psychiatric appointment...
>
> ...the boy has been uprooted from the mother and the home because the mother was unable to cope...
>
> I think number one the parents are the first problem so how can they on their own handle the situation.
>
> ...there were lots of problems, his dad moved out. I would think his dad couldn't cope with him either. But it wasn't his real dad, it was actually his fourth dad and so the environment at home was a little strange. I visited his home twice in the first year I had him and I was appalled.
>
> ...his dad is very, I'd say not really in the picture and I would suspect not very supportive of him.
>
> ...the father is also very afraid in this case that if something does happen (attempted suicide) they will take the child from him and he figures this kid isn't going to live a week without him which I wouldn't be surprised because he's (the father) the only constant thing he's ever had in his life.

Teachers and administrators realized that the children they were dealing with came from homes that often were not only neglectful of the child but at times held some element of danger.

> So you get students from those backgrounds and you're bound to get students coming to school hungry and that need a lot of attention and need some rules and discipline.
>
> ...the father in the one case who is very violent, that whole thing has made that family one that isn't conducive to good behavior and contributes to this boy's behavior problems significantly I think.
>
> In most of the other cases of students that we still have in the regular classes...there are a group that are very aggressive and physically violent, in almost every case it's parental problems or problems at home.
>
> The father had suggested that we just use a strap on the child and I think that was one of the reasons my discipline wasn't working effectively in the classroom. The child's used to being possibly abused physically and emotionally and then I couldn't lay a finger on him, anything that I did didn't really mean too much.

Teachers and administrators also mentioned parents that simply were not there, were not interested in the child and certainly were not going to be supportive of the school.

> ...you call in the bureau team psychologist and she'll do an assessment and she can make recommendations but the problem is if the parents don't follow through on anything there isn't anybody to sort of go home, take the kid to a psychiatrist.
>
> He spends his time here or playing in the street, he's alone ninety percent of the time. And the

> parents just don't seem to have much to do with him.

Teachers also mentioned strange behavior by parents, extreme punishments and very poor nutrition.

> Anyhow, he doesn't have a life. He's grounded for life. he's in trouble all the time, he's in his room all the time...he didn't get Christmas because of the way he behaved. He had to spend his time over Christmas thinking about how he could be part of the family, and what he could do to improve.
>
> The kid has no concept of consequences and the mother doesn't either... if he gets home late she'll (the mother) make him run up and down the stairs fifty times, she'll make him scrub the kitchen floor.
>
> And he'll come to school and he'll say, boy I had a good breakfast, 'I had two doughnuts, and a pop' and for his lunch...I've spoken to his mom about it and it'll change for about a week and then gets back to it.

One teacher also described the attempts the school had made to get help from Social Services when they realized the child was in peril, and the frustration encountered because they believed the child would be returned to the abusive parent and the whole process would have to begin again.

Although all the teachers and administrators mentioned their concern and sometimes fear for the children and what they were dealing with at home, two of the teachers went into some detail describing the particular circumstances surrounding the behaviorally disordered child in their classroom.

One of the teachers described a child that was doing very poorly in her grade six class. The school was meeting with the father in an attempt to obtain his support in their decisions. Instead the father went to a lawyer with the thought of suing the school for the way they were handling his child. The lawyer refused the case but the father persisted in pursuing what he though was best for his child. The child was given Ritalin by doctors but the father refused to put him on the drug. Within the school the teacher had arranged for the child to remain in a regular class but receive instruction at his level by attending other classes. The father felt his child was being discriminated against and insisted he remain in the regular classroom. As he pushed further he realized the child was old enough to be in grade seven and so he insisted he be moved into a grade seven classroom where he would be with his peers. The teacher and administration felt this was not in the best interest of the child at all but were forced to comply with the parent's wishes. The child's behavior grew progressively worse in this situation that placed him way out of his depth academically and they were currently attempting to have the child removed permanently from the school. The teacher expressed bitter feelings at the father who would not accept the problems his son was having and attempt to help him at the level he was at.

Another teacher discussed a child who repeatedly spoke about committing suicide. During a particularly bad day she became quite concerned about the boy and phoned the father. The father asked to speak to the child and said, "Why are you doing this? Listen to your teacher and be a good boy." The teacher felt the man was having problems himself understanding the depth of the child's problem. "The father seems like a nice man who's totally out of his depth and just doesn't know what to do."

In this particular case there had been a family break-up and the teacher felt a lot of what the child was expressing was due to the circumstances following the break-up. She felt knowing that background helped and felt angry at the father for registering the child in school without relaying any of that information to the school.

In contrast, two teachers did mention parents that were interested in the children and were trying to help the child as best they could. One teacher had a behaviorally disordered child that had been placed in a foster home that the teacher described as being "extremely supportive." Unfortunately the natural mother had only recently decided to release the child for adoption, but at ten years of age the teacher felt it was unlikely he would have much of a chance.

The other teacher described a child that was setting fires in the school and exhibiting other extreme behaviors. The parents became involved and were required to report to a counselor twice a week. Even though they objected to this, they did follow through with it and the child's behavior "changed over night." The school no longer had another problem with him. This teacher felt this illustrated the strength of parental involvement and the necessity for parents to take an interest.

In Fact They're Against Us

Besides discussing the parents in relation to the behaviorally disordered child, many of the teachers and administrators discussed their own relationship with the parents. At times the teachers had never met the parents as they would not come into the school for interviews. The special education teacher interviewed remarked that she never had parent problems because the parents are never there.

She stated,

> We can't get them into the school. At the beginning of the year we have an evening where we

> explain to the parents where we're going and why and out of the nine parents one came....So that's another indicator of what some of these kids have to put up with and why they're like they are too. There's lots of indifference at home.

Another teacher discussed parents she had talked to on the phone only. She had concerns about involving the family too much in the problems as she had been warned by the child's previous teacher, who worked with the family before, that the boy and his mother might suffer if the father became involved.

She was told,

> to expect the unexpected and to try not to cause conflict within the home because that was what would set off more upheaval and cause more problems at school.

A point of aggravation for one administrator arose with parents that he saw as either overtly supporting violent behavior or doing subtle kinds of things that supported the child when the child committed violence at school. He felt this made it very difficult for the school to work with the child's aberrant behavior when the child felt he was getting parental support. This administrator went on to indicate there had been several cases where not only had there been no support for the school at home but "in fact they're (the parents) against us in trying to work with the child and identify behavior."

A similar situation was described by another administrator in dealing with a parent of a behaviorally disordered child. The mother felt the school was "laying our problems on her and she can't handle that."

By far the worst situation of teacher - parent conflict was described by one of the teachers who had the misfortune of having the behaviorally disordered child in her class live next door to her. The mother of the child had become reliant on the teacher out of school hours, showing up at the teacher's house night after night to discuss the child's problem. The child had originally been in the classroom of a male teacher but at the mother's insistence he was moved to this teacher's class. Previous to this the mother had badgered the teacher with her feelings about the male teacher in his dealings with the child. The teacher felt since she was hearing so much about the child anyway it wouldn't make a great deal of difference to have him in her class. But this was not to be the case. Because the teacher was becoming very concerned about the child and about her own frustrating position in the situation she spoke to the principal about it. He attempted to speak to the mother at which point she became extremely angry and bitter. She turned on the teacher accusing her of betraying her friendship as well as being unprofessional. The teacher had not been able to find her way out of the situation and was still caught up in it at the time of the interview. The sad part of the whole scenario was the fact that the teacher felt the child was being very unfairly treated in the whole situation and she felt almost helpless. The parent was continually punishing the child and felt the school should be doing the same. The teacher, however, knowing the situation at home, hesitated to punish him and the mother became increasingly "annoyed because I (the teacher) wasn't consequencing him to get his work done and she was having to do it all." The mother's response to all this was to say if the school wasn't capable of doing their work and she had to do it for them, "she was going to have to start bringing her dishes and things to school because we were going to have to start doing her work." This teacher felt uncomfortable during the interview discussing the matter and was very concerned that her discussion of the parent might get back to the parent. She felt she was in a very awkward position and was anxious to have the year end just to be out of the situation.

So the Community Knows Who They Are

In dealing with parents, teachers and

administrators found they were not only dealing with the families of the behaviorally disordered child, but often with the parents of the other children in the class. In some cases the parents of the other children were not pleased with the time and attention the one child received, in other cases they were concerned over the well-being of their own child.

As one administrator stated,

> ...some of the parents I think are concerned about is that, there is sort of a level of behavior, that these kids sort of influence the whole classroom atmosphere and that because of them maybe the standards are lowered just a bit, the expectations become a little less in terms of behavior or academic or time on task or whatever. I think there's some fear among some of our parents, I know our school board certainly has that, that 'these little buggars are causing this kind of trouble. Get rid of them. Get them out of there. We don't want them with our kids' sort of thing.

This administrator had parents that had complained about stories they had heard in some of the classes where behaviorally disordered children were located. His response had been to tell them the school was aware of the problem, they were taking steps to try and deal with it the following year by installing a program that he hoped would solve such concerns. He felt the issues were at times blown out of proportion in the community.

Another administrator mentioned the concern some parents had with the time taken in dealing with the 'difficult kids'.

Another problematic area was cited by an administrator who had parents requesting their child be moved out of the room that held a behaviorally disordered child. He handled it by working on the situation on a one to one basis, "where if it makes sense, if I don't think that child can possibly function" he would accommodate the parent. He made the decision to move the children on "an educational needs basis not on a demand, just because you don't happen to like this kind of a kid."

A fourth administrator had been in the position of telling parents that they "must set aside what's happening at the hockey rink or what's happening on your street...and deal with the problem right here because that's the only thing we can deal with." He was aware that there were problems within the community as the community knows who they (the behaviorally disordered students) are. His feeling was that he would stay out as much as possible of community problems and deal only with those that happened within the school jurisdiction. He was also confronted by parents who wanted their child removed from the same class as the child who was behaviorally disordered.

He stated,

> And occasionally parents will say, look it, I've

> had enough, my child has had two years in the same class as that one. I want my child out...And of course what can I say to the parents, he's going to be better this year? (sarcastic tone at the end)

In contrast, one teacher who had been receiving a number of requests from parents to have their children placed the next year in a room apart from the behaviorally disordered child, also received a visit from the mother of the behaviorally disordered child with a list of children she didn't want her child to be with the next year. She felt they could have influenced her son's behavior badly. The teacher found this an interesting and rather humorous twist.

REACTIONS TO MAINSTREAMING

Each participant was asked at the end of the interview how they felt in general about mainstreaming behaviorally disordered children. The majority of the respondents expressed grave concerns regarding integration of these children.

If I Had Children I Would Isolate Them From That

All but one of the administrators and the majority of the teachers were vehement in their responses, showing a lot of feeling and emotion when discussing mainstreaming behaviorally disordered children.

One administrator, who had been quite relaxed through-out the interview and approached each question fairly cautiously answered this area emotionally. It would appear he felt he should, as an administrator, be supportive of school board policies but in regard to his own personal feelings he was not supportive of mainstreaming behaviorally disordered children.

> But let's not kid ourselves that somehow or other magically that problem isn't going to affect everybody and cost everyone quite a little bit. If I had children I would isolate them from that. I'd either teach them at home or I'd send them to a private school where that wouldn't happen.

He commented later that,

> There's a big move saying the only normal way to do things right at the moment whether you call it a fashion or fad or type of thing, that you have to integrate, you have to normalize somehow or other.

The administrator also stated that the school originally had three behaviorally disordered students and two had moved. He felt that focusing on one made, "life for the entire school quite a bit better."

Such were the feelings of one of the teachers interviewed. She indicated that children were being placed in regular classrooms with no forethought or wisdom.

> Nobody made a conscious decision, 'Hey let's mainstream this boy. It would be good for him and it wouldn't hurt anybody.' It's just dumb.

This teacher felt that some behaviorally disordered children could be helped within the regular classroom. The problem as she saw it was that nobody was looking at which children should remain in the regular classroom, and were able to cope in that situation and which just could not cope.

> So it really depends on the severity of the problem. Right now this kid is being mainstreamed because there's no choice.

Other teachers reiterated these thoughts. The whole issue of mainstreaming was questioned by a number of the teachers. When looking at the behaviorally disordered child teachers made the following comments:

> Nobody likes them, they stick together. Even if you split them up and put them in different groups, you go out at recess time..and that's where they are, they're all together. I think...it's almost better when you have them in a small group and they can get that individual attention and they get the entire support or what it means in a small group because they don't get it in a large group. The only attention they get is negative.
>
> I think they do so much harm to themselves and everybody else and I don't think we have enough to offer in the classroom.
>
> Take the child back to where he can deal with his family life and feel good about himself first. If he can't do that at present, take him back and teach him so that he can come back into the classroom. But don't keep continue carrying on these children year after year, pulling them through the system when they need to regress back and get the help and then start moving back into the regular classroom.

These teachers expressed concern about the behaviorally disordered child and his/her inability to function in a regular classroom. The teachers felt the regular classroom simply could not offer what the child needed to continue to grow and develop.

The need for appropriate support services in the form of medical and psychiatric help was noted by one principal. He felt the public schools were not equipped to deal with those cases that were in need of this sort of attention. He related that the school was in the position of attempting to obtain these services, and set up programs that would be suitable for these students and this really was not the role of the public school.

This principal continued to discuss the effect integration had on the whole classroom and the teacher. He felt that mainstreaming was here to stay although it was not the wisest choice for all students and so the school must be prepared to support the teacher.

The fact that every child has the right to an education as stated by the School Act was criticized by one teacher. She felt this put the onus on the public schools to provide an education to these students when the facilities were not available to educate them properly.

She continued with the statement that, "we're reducing everybody to the lowest common denominator." She felt that the children that were being mainstreamed were not likely to change and all the time and energy being put into them would not make a difference in the long run. She also felt in the meantime the "other kids will have paid the price." Her concern for the teachers was also stressed as she questioned any benefits that might arise being outweighed by burning out the teachers and the increase in the stress factor.

The concept of strong teachers was mentioned by a principal who emphasized that the teacher is the key in making the programs work.

Whereas the principals accented the need for strong teachers, one of the teachers mentioned the impossibility for teachers to be expert at all things. She felt teachers were currently expected to become expert in all curricula and so on, and now the teacher would have to become expert in dealing with behaviorally disordered children. She did not feel this was a weakness on the part of teachers, rather too high expectations placed upon them.

On the more idealistic side, one principal admitted to wanting to be able to provide schooling for all the children that resided in his community. He felt this was the ideal situation but he did maintain that mainstreaming was not for all children, there were some that require more. This principal was also very concerned about children being labelled because of the reputation they gain through their behavior. He felt this could lead to children being "stamped, labelled and shipped off." Although he stated he wouldn't want to see that he felt the district was in need of more resources to provide for these children.

A Band-Aid Approach

When coping with the severe problems of these children, some of the teachers and administrators interviewed, expressed grave concerns about the depth of the child's problem.

One teacher mentioned many times her anxiety in regard to the deeper problems behind the strange behavior the child was exhibiting. She mentioned the abnormal behavior he displayed, constantly sucking some part of his body, "he's never without any part of his body in his mouth." She was concerned about the emotions he showed that she felt hid deeper resentments and wounds. When she consulted the counselor for help, after the child's suspension for choking another child, he suggested an aide in the classroom. She felt this was no answer to this child's problems.

> We don't get any support or consultant type stuff on how to handle it, he just wants to give you an aide which sounds like a real let's throw money at it and it'll go away - a band-aid. It's not going

> to help with this kind of kid. What's an aide going to do? An aide will help me, maybe I'll survive but -you don't look out for yourself in this kind of case.

Situations that were never resolved satisfactorily burdened one principal. In two cases the problem had been taken out of their hands when the children moved before a satisfactory conclusion had been reached. He felt that many of these children had their problems rooted in the moving around and unstable family arrangements. The district's answer to that seemed to be to suspend the child, but he appeared to be at a loss for a real answer to dealing with these children.

> To bring it (the problem) to a head and not perhaps a suitable head unless we can find certain placement for the child, to try to solve that and as a principal about the quickest way, the only real thing I have to do is suspension of the child to remove him for his own safety and for the safety of the others and for the functioning of the classroom...It doesn't bring it to a satisfactory conclusion...

Other teachers and administrators mentioned the severity of the problems the children had and the lack of counselling or psychiatric help available. The teacher dealing with the child that had killed her brother had been told the child would be sent to a home where she would live-in and receive the necessary psychiatric assessment and follow through she needed. However, as the year progressed the teacher was informed by the group home supervisor that because the child had not committed any other serious offense in the past two years the program was being withdrawn. The teacher knew the child had been under constant eye-sight supervision for two years and wondered if the only alternative to obtaining the help the child needed was to turn her loose for a day or so allowing her to hurt someone or commit a crime. She felt total frustration at this block but could not bring herself to take a chance on allowing the child freedom.

The concept of deeper problems beyond the immediate obvious behavior permeated the interviews. The teachers and administrators did express a great deal of concern over these children and what the future held for them. As one teacher stated,

> He's the type of kid that if he does have the suicidal tendency he may not actually do away with himself but may put himself in risky situations inadvertently and things could happen to him...I don't know if he's going to make it. If he does make it and he doesn't get any treatment, I'd stay out of MacDonald's for a long time (referring to the man who killed many in a MacDonald's restaurant).

Another teacher predicted the behaviorally disordered child would likely kill himself or kill his mother. She felt he could not take the home situation forever and at some point would explode.

Some of the respondents seemed to feel at a loss as to what the future would be for the students with whom they were dealing.

As one principal stated,

> I do not have good vibes about what is going to happen to these kids. I can see them getting worse and worse. I think they're going to get progressively worse than where they are now.

Others mentioned the families the children came from and predicted similar lives for these children. One teacher mentioned a mother who was part of a motor cycle gang. The way the daughter admired these people she could foresee the same type of future for the child.

Although the teachers and administrators were reluctant to predict such dismal futures for their students, they did feel this was realistic in terms of what they were seeing on a daily basis. This caused further frustration and uneasiness because it seemed there was not much chance for change for most of these children. As one principal put it, "I think that some kids you can't help, they're too far off."

In contrast, one principal had proposed a plan for the coming year that he felt could make a difference with the behaviorally disordered students in his school. He had decided to pull those children out of the regular class and put them in a small class where they would have "extra attention, small group instruction by a very, very competent teacher, and a teacher assistant that is very, very competent." He felt with this program by Christmas of the next year the children would be behaving so much differently that they would be able to attend a regular class the next year.

The majority of the teachers and administrators felt the regular classroom simply could not handle the types of problems the behaviorally disordered child was exhibiting. Most of the respondents felt the children were in need of extensive counselling or psychiatric help that was not available within the system. The predictions for the future of these children were not positive and fear for others should the child continue as they currently were was plainly evident. Only one principal seemed to feel that with a plan and excellent help the children would be successful in their education.

POSSIBLE SOLUTIONS

Following the discussion on the problems and concerns arising when dealing with behaviorally disordered children, teachers and administrators were asked if they had any suggestions that might aid these children. All respondents attempted to answer this question and indicated they saw possible solutions that might at least contain the problem temporarily.

Even the Justice System Has Half Way Houses

In response to suggesting a solution to the problem they were dealing with, teachers and administrators had a myriad of answers.

The most common response was to place the behaviorally disordered child in a small class where he/she could receive the attention needed. Comments such as the following reinforced the feeling that a lot of what the teachers and administrators saw the child as needing was more individual attention, less distraction from having so many children in the class and a modified program.

> ...you could have the child receive schooling with a smaller group, say ten kids and a special teacher...those kids can get the more individual attention that they need without distracting it from the others.

> I feel at this point he needs to be in a very small classroom with five or six kids and a special teacher who at least can deal with him.

> ...I think more and more with all the problem children you need those smaller classrooms, you need more time to listen to those kids.

> I hope it's a small group class (for a child that the school refused to accept back in the fall)

> I think specifically these two, J. is so severe and such an influence on the other children, that he should be in a small class, he should be in a B.D. class, you know six kids or whatever...He can not stand the stimulus, so I think he needs a small class. I've said it over and over again...

Other teachers and administrators mentioned placing the child in special education classes for basically the same reasons as those recommending small classes:

> ...children who have emotional problems and aren't able to cope in the classroom might be better in a special education type setting where there's more adults and less students to compete with.
>
> I don't feel he's earned the right or is capable of dealing with a full large classroom. I would like to see him in a behavior modification type of program...
>
> (speaking about the children currently in a regular classroom) ...some of the special ed. kids that are in the school we are going to be trying to get them placed in special ed. programs around the city. The severe behavior cases should be gone.
>
> ...next year I would certainly hope he would go into a special ed. class, half time if not full-time.

One of the principals interviewed was quite excited about a program he was initiating next year that he felt would solve some of the problems within his school. He was hiring a special education teacher and setting up a small classroom where five or six of the behaviorally disordered students would receive extra attention and gradually be weaned the from the isolation of the special education class and "help them get back in on a gradual basis to a regular class." He saw it as being similar to the "justice system with half way houses" as he felt the children could not be expected to hop right back in the regular stream, but his intention was to gradually increase the time in the regular class with the help of a teacher assistant.

This type of program was supported by the special education teacher interviewed. Her only concern was that the children became too comfortable and protected in the special education class and were not eager to return to the regular stream. She felt she had been able to "create a peaceful environment for them to just kind of get everything together" and she was amazed at what they were able to do. She felt the ideal situation would be where the student remained in the regular classroom but his/her assignments were modified by the special education teacher, who would work very closely with the regular teacher to aid with behavior problems.

One teacher and one administrator mentioned another way that children could be maintained in the regular class. They both felt that if there were smaller numbers in the class, teachers that are trained, perhaps a full-time aide, space in the school to re-group children to provide small group resource programming and professionals to come in and give ideas, the behaviorally disordered child could succeed in the regular program.

Contradicting this were two teachers who felt that the children they were dealing with were so severely disabled that their only hope would be intensive, daily, immediate psychiatric help. As one teacher stated, "They should really be in a setting where they're getting intensive counselling, where they're getting all kinds of therapy."

The short term solutions that some of the schools had been forced to take were placing the children under constant eye-sight supervision by aides. Those teachers and aides involved in this type of situation felt it was a temporary solution, that merely contained the problem for the time being.

SUMMARY

This chapter has focused on what issues and concerns teachers and administrators are faced with when mainstreaming behaviorally disordered children in the regular classroom. The initial questions formed a framework within which categories arose. The categories that emerged from the interviews were discussed and supported through the use of paraphrasing and quotations elicited from the teachers and administrators.

Within the category, The Behaviorally Disordered Child, teachers and administrators reflected on the behaviors they were witnessing. In nearly all of the interviews respondents described behavior that varied from bizarre to dangerous. Teachers discussed children that appeared to be continually angry and had great difficulty controlling that anger and their feelings towards others. This extremely violent behavior was exhausting for teachers and principals and they spoke often of on-going tension and being constantly on guard because of the explosive situation with which they were dealing.

Other types of behavior such as: an obsession with sex, strange impulsive behaviors, refusal to work and constant problems outside the classroom produced stress for respondents. As well, teachers and administrators were fearful for the safety of these children as well as the others in the class.

As well as dealing with the immediate behavior of these students, teachers and administrators expressed concern over the abnormal background of most of these children. Respondents were aware of the importance of knowing the background when attempting to determine how to treat the students. Through-out the interviews extremely abnormal background situations were described which appeared to enable teachers and administrators to feel empathy for the behaviorally disordered child. This, however, did not mean the participants knew how to deal with the severe problems these children were experiencing.

The category The Effects of Mainstreaming arose as teachers and administrators expressed concerns about the amount of stress and frustration that arose when mainstreaming behaviorally disordered children. Teachers expressed doubts about leaving school, even when ill because of the damage the behaviorally disordered child caused when there was a substitute teacher.

Teachers also described concerns about the child that carried far beyond school hours. A number of respondents expressed the belief that the child may have been making a minimum of progress in their classroom but in the long term they were really not making any impact on the child.

Teachers also expressed concern for their fellow professionals, mentioning teachers that were close to the breaking point because of these children. As well the effect on their personal health and lives was brought up by many of the teachers.

In answering questions about training and inservice education, teachers and administrators seemed quite uninterested in pursuing this area. It would appear that the other concerns respondents had when dealing with behaviorally disordered children over-rode their desire for further education.

The question of problem teachers versus problem children did arise in some of the interviews. There was some concern as to the effectiveness of some teachers when dealing with behaviorally disordered children, with the thought being that some teachers contributed to the problems these children already have.

The category, The Effect On The Other Children In The Class, contained the most grave concerns expressed by both teachers and administrators. There were statements made by respondents that reflected a genuine concern for the safety of the other students. Many teachers and administrators saw the behaviorally disordered child as being potentially very dangerous and felt the other children were being exposed to behaviors they should not have to deal with. Respondents also expressed concerns regarding the amount of time taken from the learning environment and from administration in order to deal with this one child.

In the category, The Specialist Support Available, overwhelmingly teachers and administrators expressed disappointment and frustration with support services offered both within the school and within the district.

In a number of cases schools had hired aides to work in the classroom with the teachers to assist with the behaviorally disordered child. Some of the aides had worked out satisfactorily and were extremely helpful, while other respondents saw the aides as additional burdens requiring extra preparation.

The Role Of The School Administrator, was discussed by both teachers and administrators. Teachers generally spoke highly of the administration within their immediate schools, describing them as supportive and understanding.

However, when describing senior administration beyond the schools, some teachers and administrators expressed a lack of faith in the support received.

Administrators described varying roles for themselves in keeping with those aspects of the program that were more important to them. While all administrators expressed concerns about the safety of the children in the regular classrooms who were associating with the behaviorally disordered child, some focused on involvement with parents while others were more involved with program development and resource allocation.

The issue of funding arose as a sub-category as both teachers and administrators expressed concern about the fact that funding often dictated how the child was to be educated. The situation was viewed differently when examined by teachers and administrators. Those who expressed their opinion all mentioned concern at the limited amount available, but teachers indicated that resources were not being allocated properly for the designated child. The administrators were dealing with the needs of the whole school and saw the issue as one involving more students and having the necessity of using the funding to supplement where necessary in the school.

The category of Parent Involvement was divided into three sub-categories. The first sub-category examined the respondents concern with the child's past, their family life and the current involvement of the parent. The majority of the respondents witnessed children who did not have the support of parents at home. The teachers and administrators described case after case of neglectful or even abusive parenting that they felt contributed heavily to the behavior they were seeing in the classroom.

Besides discussing the parents in relation to the behaviorally disordered child, many of the teachers and administrators examined their own relationship with the parents. Most of them had difficulty when dealing with the parents to the extent that in some cases the respondents felt the parents were actually working against them.

A sub-category dealing with the community and the parents of the other children arose as the teachers and administrators found they were not only dealing with the families of the behaviorally disordered child, but often with the parents of the other children. Parents expressed concerns about the time and attention the one child received as well as requesting their child be placed in a different classroom from the behaviorally disordered child.

Within the category, Reactions To Mainstreaming, all but one of the administrators and the majority of the teachers were vehement in their responses, showing a lot of feeling and emotion against this type of integration. Overwhelmingly, teachers felt the regular classroom simply could not offer what the child needed to continue to grow and develop.

Within this category, a sub-category, A Band-Aid Approach, arose. Teachers and administrators expressed grave concerns about the depth of the child's problem and the lack of counselling or psychiatric help available. The concept of deeper problems beyond the immediate obvicus behavior permeated the interviews. The predictions for the future of these children were not positive and fear for others should the child continue as they currently were was plainly evident.

The final category, Possible Solutions, produced a myriad of answers. The most common response was to place the behaviorally disordered child in a small class where he/she could receive the attention needed. In the main, respondents felt the child needed more individual attention, less distractions and a modified program. The need for intensive counselling was also mentioned. Teachers saw the type of situation the children were currently in as being a temporary solution, that merely contained the problem.

CHAPTER 5

THEMES

In listening to the administrators and teachers speak of their experiences in mainstreaming, certain themes emerged.

These themes centered on the following topics: The Child, The Abnormal Classroom and The Paucity of Support.

The Child

Teachers and administrators exhibited a great deal of care and concern towards the behaviorally disordered child. The anger and frustration felt was rarely directed at the children whom teachers and administrators perceived as being caught up in a system that did not have a place for them.

Teachers talked about the desperate need for affection some of these children seemed to feel. As one teacher confided, "He (the behaviorally disordered child) seems like he's starving for some kind of affection." An experience recounted by another teacher confirmed this belief. She had a behaviorally disordered child in her class that had left school before Christmas and the teacher had not had the opportunity to say good-bye to him. She did not know whether he would be returning in January or not because of a turbulent home situation. When he walked into the classroom she told the child she was glad he was back and gave him a hug. In response the child grabbed her, "in a bear hug and he wouldn't let go." She felt it was likely the only hug the child had experienced in a long time and found it difficult to imagine such a life. Some of the teachers took on almost a surrogate parent role for the behaviorally disordered child, especially as the home life of these children was not only often unsupportive, but frequently terribly destructive. This left the teachers feeling isolated, they seemed to be the only ones trying in vain to procure help for the child.

More than one teacher indicated an attempt to understand the child's needs. As one teacher stated, "I believe what they're doing is calling out for help and how much help can you give them?" Reflecting the same emotion an administrator stated, "I feel very sorry for them (behaviorally disordered children)...I recognize that they need help. And so we give them what we can." Another administrator revealed that he felt the children don't consciously set out to destroy the learning environment or be obstinate to the teacher. He felt, "They just can't help*it...that helps me to understand..." He saw the problem as often being related to the school not identifying the children correctly and doing "all the right things in the right ways in their first year or two of school...", leading to the "kids becoming more frustrated."

Another very caring teacher related her home visits and how this changed her view of the child and his actions. Following this visit her appreciation for what the child was forced to deal with at home increased and so did her ability to cope with him.

The attempt to give the child a positive experience in school was mentioned by many teachers who were aware of the negative life these children were encountering at home. The teacher who was a neighbor to the behaviorally disordered child she was teaching felt she could not give the child any experiences that were adverse after witnessing what he was receiving at home. This caused her further anguish as the parent continually harped at her to punish the child when work was not completed. The frustration was very apparent, however, as teachers acknowledged the impossibility of actually producing any change in the child's life.

More than one teacher took on the role of advocate for the child. In this direction, teachers had attempted to help the child through Social Services and been embroiled in frustrating and tense situations because of their endeavors. Teachers talked about three hour meetings, meetings on Saturdays and making phone calls every day to alert someone in authority to the situation the child was caught in. The caring and empathy was evident in the time and commitment these people undertook in their efforts to help these children.

Not withstanding the care these people showed for the children, as the interviews progressed, the stress produced by having the behaviorally disordered child in the classroom was evident. The threat of impending danger underlay many of the comments teachers and administrators made. There was continual tension as teachers feared leaving the behaviorally disordered child with anyone else. The feeling of barely submerged violence produced ongoing fear for the safety of the other children and sometimes even perturbation for themselves. Paramount though was the fear the teachers and principals felt for the behaviorally disordered child. In response to the question: 'What sort of future would you envision for the behaviorally disordered child you are dealing with?', many teachers and administrators expressed doubts about the child living very long. Or conversely, they feared the child would harm others and likely end up incarcerated. This produced a sense of desolation when considering the world the child had to cope with and the possible future of these students.

As well, there was a constant need to be alert to potential problems. This appeared to place a sense of foreboding on teachers and administrators which led to immense tension, and was often only relieved when the child was absent. One principal mentioned the peaceful feeling tone in the school when one of the behaviorally disordered students, who was known to start fires, was absent. Another administrator discussed the light-heartedness felt in the staff room when the child was away.

Through-out the interviews there was a strong sense that the teachers and administrators felt the behaviorally disordered child really should not be in the regular classroom at all. Even though the teachers were concerned about the child and wanted to provide the best education they could, they were very conscious of the fact that whatever they attempted was not really going to make a difference. The teachers seemed to feel at times the expectations on them was simply "too much!"

Finally the concept of time in many different respects emerged through-out the interviews. Teachers were concerned about the time spent within class dealing with fights and disagreements brought on by the behaviorally disordered child. Time taken away from the remainder of the children was a worry constantly on teachers' and administrators' minds. As one administrator stated,

> I think where the unfairness, where the injustice comes in is where that type of student takes so much of the teacher's time that the other students don't get the kind of time that they deserve.

With all the normal problems teachers deal with during the course of the day the time to really help the behaviorally disordered child plagued teachers. This lack was felt by some as partial cause for children getting worse in their behavior.

Another issue that arose when examining the time spent on the behaviorally disordered child consisted of the time element involved as teachers were required to deal with problems caused by these students out of class. Teachers spoke of being called at lunch hour, at recess and for some, every day after school was consumed with sorting out the child's problems. Teachers were placed in the position of trying to keep track of what the child ate at recess because that affected his performance for the rest of the day. Teacher aides needed time to discuss behavior and required the teacher's input in decisions and planning. Meetings with other professionals inevitably took place at noon or after school and discussions with administrators necessarily occurred after class time. As one clearly frustrated teacher recalled, "I had to spend an incredible amount of time with P. (the principal) saying O.K. which teacher can work with them." This same teacher mentioned the time spent acquiring materials and setting up programs.

Administrators also were irritated by the amount of time they were forced to spend dealing with the problems arising from having behaviorally disordered children in the school. As one administrator said,

> They're (the behaviorally disordered children) thrust upon schools and they may take up, for better or for worse, anywhere from twenty-five to seventy-five percent of learning time and administrative time of your whole thing.

The equity in spending so much time with one child obviously caused a dilemma for the respondents.

The Abnormal Classroom

Teachers spoke repeatedly of the frustration incurred because the behaviorally disordered child was in their classroom. Pressure was caused by teachers' feelings of inadequacy when dealing with these children, their feelings of helplessness when looking for assistance that was not available. They also mentioned the continual unease experienced by the other children in the class who were forced to cope with situations that they could not understand. Teachers felt it was necessary to create a fantasy of normality within the classroom to protect the other children. Again, however this created tension as teachers knew the situation was in no way normal.

This burden often extended into the teachers' personal lives and caused distress well past school hours. This caused increased illness and tension for some of the teachers leading to feelings of resentment at being forced into this situation.

Teachers and administrators also expressed concerns about coping mechanisms, both for themselves and for the children. Teachers felt both the behaviorally disordered child and the other children in the class often did not have the maturity as yet to be able to cope with the problems created.

Teachers also felt they were often just coping with the behavior problems evidenced, not working on solving the real underlying problems that behaviorally disordered children have. One teacher noted that with one child she simply tried to "keep him away from the rest of the kids and keep him quiet." She had given up trying to educate the child and this left her feeling ineffective as a teacher.

Administrators and teachers showed anger at receiving children without having any prior knowledge as to their problems and consequently being forced to cope as best they could with what resources they had available. They felt they were there to meet the needs of the students and with these particular students this was frequently impossible. One administrator acknowledged that the ideal solution was rarely obtainable and reality was not even close to that ideal.

The thought of simply stopping coping and then watching what would happen was brought up by one dedicated teacher. She had hopes that if she stopped coping the situation would erupt so badly that the district would be forced to deal with the real problems of the child. However, her sense of professionalism would not allow her to do that.

In another situation, where the other members of the class were endangered the teacher had come to the point of terminating any discussion concerning right and wrong. Instead she felt driven to the point where she was unsure what she should do but coped by controlling the children simply by being constantly on edge. This went against her philosophy of teaching, but for the first time in her teaching career she felt she was merely keeping things under wraps until the year ended or the behaviorally disordered child was expelled.

In dealing with the behaviorally disordered child the administrators and teachers were primarily concerned with a child that seemed to be on the edge of society. The continual threat of barely submerged violence created ceaseless tension in the classroom which could not possibly have been hidden from the other children. Teachers found themselves placed in the position of coping with something they could not understand and found it extremely difficult to locate anyone that could help them. The concern for the behaviorally disordered child and the safety of the other children in the classroom was a predominant concern for all the respondents.

The Paucity of Support

There existed abundant evidence that teachers were angry at central administration and support services. The teachers indicated these services were totally inadequate in providing some sort of assistance for them and more importantly for the child. In many cases teachers simply ignored counselors and attempted to reach other sources of help for the child on their own.

In contrast, most teachers commented on the willingness of their school administration to listen and attempt to help with parents. This seemed to create greater effort on the part of the teachers to continue coping and persevering. The one teacher that felt she did not have the support of her administration indicated she could have handled the whole year a lot better had she felt her principal would help her.

A different perspective was broached by two of the teachers who attested to the fact that they felt as professionals they would accept and work with whatever child was placed in their rooms. One teacher stated, "And if they're a behavior problem usually they're more interesting to deal with." With similar sentiment the other teacher disclosed, "I like the curtain crawler, mischief type kids, like they have spunk and personality."

Overwhelmingly, the principals spoke very highly of the teachers who were committed to working with the behaviorally disordered child. As one administrator confirmed, "They (the teachers) have a work ethic that just doesn't quit." Indications were that the teachers had to be strong to handle these children and inevitably the behaviorally disordered child was placed with a teacher that would be able to cope with this type of student. One principal did express concerns about continually punishing the "good teachers" by placing these troubled children in their classrooms year after year. The indications from both principals and teachers was that these strong teachers would continue to be expected to handle these special children. In effect, the punishment would be sure to continue.

Teachers and administration also acknowledged the lack of support from the parents of the behaviorally disordered child. However, they correspondingly expressed their understanding of the inability of these parents to deal with their own problems, let alone provide support for their children.

Summary

The teachers and administrators interviewed appeared to be very caring and competent individuals. The themes as outlined above focused much more on the teachers' and administrators' concerns for the child than on themselves.

The theme, The Child, focuses on the care and concern teachers and administrators had for the behaviorally disordered child. The anger and frustration felt was directed at the system rather than the child. Teachers discussed children that were desperate for affection, that came from very sad home lives putting teachers in the role of surrogate parent.

Through-out the interviews a sense of foreboding permeated the discussions. The future of the behaviorally disordered child was frightening to behold for respondents .

As well, teachers seemed to feel they really were not helping the behaviorally disordered child, instead they were merely containing the problem until the year ended. This caused feelings of inadequacy and frustration.

The element of time entered into this theme as teachers and administrators discussed the time they needed to spend with this one child, and the time necessary to deal with all the accompanying problems.

The second theme, The Abnormal Classroom, examined the fantasy of normalcy teachers felt they must create to protect the other children in the class. Teachers felt children were being forced to cope with situations that they could not understand and this created tension within the classroom.

Teachers and administrators also expressed concerns about coping mechanisms, both for themselves and for the children.

Within the classroom as well, ran the threat of barely submerged violence, causing teachers and administrators to be continually on the alert and concerned for the other students in the classroom.

The third theme, The Paucity of Support, focussed on the total dearth of support teachers felt they received. Counselors and specialists were considered useless and worse, often had to be by-passed in order to receive help.

The feeling that the principal was key to teacher dedication was reinforced as teachers talked of supportive people who really listened to their concerns.

Finally, the problem of parental support was overwhelming as teachers and administrators saw children from destructive homes and realized not only were the parents often not supportive, but at times against the school.

CHAPTER 6

SUMMARY, REFLECTIONS AND IMPLICATIONS

The integration in Alberta schools of behaviorally disordered children is a current reality. Teachers and administrators are finding themselves in the position of mainstreaming behaviorally disordered children often due to a lack of alternative placement. The implementation of this program obviously has implications for both the teacher and administration when receiving this type of child.

The purpose of this study was to investigate the problems and concerns facing teachers and administrators who were attempting to mainstream behaviorally disordered children. It was a search for understanding and insight into the feelings and realities facing these teachers and administrators.

To this end, the interpretive inquiry, whose purpose is to seek and understand, seemed most appropriate. Hence, nine regular classroom teachers, one special education teacher and four elementary school principals, with mainstreaming experience, were interviewed in order to obtain subjective, in-depth information. The findings of this study have been analyzed and compared with the findings of the related literature in Chapter 2.

Summary of the Findings

Categories

Chapter 4 focussed on what issues and concerns teachers and administrators were faced with when mainstreaming behaviorally disordered children. The initial questions formed a framework within which categories arose. The eight categories that emerged from the interviews were discussed and supported through the use of paraphrasing and quotations elicited from the teachers and administrators.

Within the first category, The Behaviorally Disordered Child, teachers and administrators reflected on the behaviors they were witnessing. In nearly all of the interviews respondents described behavior that varied from bizarre to dangerous. Teachers discussed children that appeared to be continually angry and had great difficulty controlling that anger and their feelings towards others. This extremely violent behavior was exhausting for teachers and principals and they spoke often of on-going tension and being constantly on guard because of the explosive situation with which they were dealing.

Other types of behaviors such as: an obsession with sex, strange impulsive behaviors, refusal to work and constant problems outside the classroom produced stress for respondents. In addition, teachers and administrators were fearful for the safety of these children and the others in the class.

As well as dealing with the immediate behavior of these students, teachers and administrators expressed concern over the abnormal background of most of these children. Respondents were aware of the importance of knowing the background when attempting to determine how to treat the students. Through-out the interviews extremely abnormal background situations were described which appeared to enable teachers and administrators to feel empathy for the behaviorally disordered child. This, however, did not mean the participants knew how to deal with the severe problems these children were experiencing.

The second category, The Effects of Mainstreaming, arose as teachers and administrators expressed concerns about the amount of stress and frustration that occurred when mainstreaming behaviorally disordered children. Teachers expressed doubts about leaving school, even when ill because of the damage the behaviorally disordered child caused when there was a substitute teacher.

Teachers also described concerns about the child that carried far beyond school hours. A number of respondents expressed the belief that the child may have been making a minimum of progress in their classroom but in the long term they were really not making any impact on the child.

Teachers also expressed concern for their fellow professionals, mentioning teachers that were close to the breaking point because of these children. As well the effect on their personal health and lives was brought up by many of the teachers.

In answering questions about training and inservice education, teachers and administrators seemed quite uninterested in pursuing this area. It would appear that the other concerns respondents had when dealing with behaviorally disordered children over-rode their desire for further education.

The question of problem teachers versus problem children did arise in some of the interviews. There was some concern as to the effectiveness of some teachers when dealing with behaviorally disordered children, with the thought being that some teachers contributed to the problems these children already have.

The third category, The Effect on the Other Children in the Class, contained the most grave concerns expressed by both teachers and administrators. There were statements made by respondents that reflected a genuine concern for the safety of the other students. Many teachers and administrators saw the behaviorally disordered child as being potentially very dangerous and felt the other children were being exposed to behaviors with which they should not have to deal. Respondents also expressed concerns regarding the amount of time taken from the learning environment and from administration in order to deal with this one child.

In the fourth category, The Specialist Support Available, overwhelmingly teachers and administrators expressed disappointment and frustration with support services offered both within the school and within the district.

In a number of cases schools had hired aides to work in the classroom with the teachers to assist with the behaviorally disordered child. Some of the aides had worked out satisfactorily and were extremely helpful, while other respondents saw the aides as additional burdens requiring extra preparation.

The fifth category, The Role of the School Administrator, was discussed by both teachers and administrators. Teachers generally spoke highly of the administration within their immediate schools, describing them as supportive and understanding.

However, when describing senior administration beyond the schools, some teachers and administrators expressed a lack of faith in the support received.

Administrators described varying roles for themselves in keeping with those aspects of the program that were more important to them. While all administrators expressed concerns about the safety of the children in the regular classrooms who were associating with the behaviorally disordered child, some focused on involvement with parents while others were more involved with program development and resource allocation.

The issue of funding arose as a sub-category as both teachers and administrators expressed concern about the fact that funding often dictated how the child was to be educated. The situation was viewed differently when examined by teachers and administrators. Those who expressed their opinion all mentioned concern at the limited amount available, but teachers indicated that resources were not being allocated properly for the designated child. The administrators were dealing with the needs of the whole school and saw the issue as one involving more students and having the necessity of using the funding to supplement where necessary in the school.

The sixth category, Parent Involvement, was divided into three sub-categories. The first sub-category examined the respondent's concern with the child's past, their family life and the current involvement of the parent. The majority of the respondents witnessed children who did not have the support of parents at home. The teachers and administrators described case after case of neglectful or even abusive parenting that they felt contributed heavily to the behavior they were seeing in the classroom.

Besides discussing the parents in relation to the behaviorally disordered child, many of the teachers and administrators examined their own relationship with the parents. Most of them had difficulty when dealing with the parents to the extent that in some cases the respondents felt the parents were actually working against them.

A sub-category dealing with the community and the parents of the other children arose as the teachers and administrators found they were not only dealing with the families of the behaviorally disordered child, but often with the parents of the other children. Parents expressed concerns about the time and attention the one child received as well as requesting their child be placed in a different classroom from the behaviorally disordered child.

Within the seventh category, Reactions to Mainstreaming, all but one of the administrators and the majority of the teachers were vehement in their responses, showing a lot of feeling and emotion against this type of integration. Overwhelmingly, teachers felt the regular classroom simply could not offer what the child needed to continue to grow and develop.

Within this category, a sub-category, A Band-Aid Approach, arose. Teachers and administrators expressed grave concerns about the depth of the child's problem and the lack of counselling or psychiatric help available. The concept of deeper problems beyond the immediate obvious behavior permeated the interviews. The predictions for the future of these children were not positive and fear for others should the child continue as they currently were was plainly evident.

The final category, Possible Solutions, produced a myriad of answers. The most common response was to place the behaviorally disordered child in a small class where he/she could receive the attention needed. In the main, respondents felt the child needed more individual attention, less distractions and a modified program. The need for intensive counselling was also mentioned. Teachers saw the type of situation the children were currently in as being a temporary solution, that merely contained the problem.

Themes

In listening to the administrators and teachers speak of their experiences in mainstreaming, three themes emerged.

The theme, The Child, focused on the care and concern teachers and administrators had for the behaviorally disordered child. The anger and frustration felt was directed at the system rather than the child. Teachers discussed children that were desperate for affection, that came from very sad home lives, putting teachers in the role of surrogate parent.

Through-out the interviews a sense of foreboding permeated the discussions. The future of the behaviorally disordered child was frightening to behold for respondents.

As well, teachers seemed to feel they really were not helping the behaviorally disordered child, instead they were merely containing the problem until the year ended. This caused feelings of inadequacy and frustration.

The element of time entered into this theme as teachers and administrators discussed the time they needed to spend with this one child, and the time necessary to deal with all the accompanying problems.

The second theme, The Abnormal Classroom, examined the fantasy of normalcy teachers felt they must create to protect the other children in the class. Teachers felt children were being forced to cope with situations that they could not understand and this created tension within the classroom.

Teachers and administrators also expressed concerns about coping mechanisms, both for themselves and for the children.

Within the classroom as well, ran the threat of barely submerged violence, causing teachers and administrators to be continually on the alert and concerned for the other students in the classroom.

The third theme, The Paucity of Support, focussed on the total dearth of support teachers felt they received. Counselors and specialists were considered useless and worse, often had to be by-passed in order to receive help.

The feeling that the principal was key to teacher dedication was reinforced as teachers talked of supportive people who really listened to their concerns.

Finally, the problem of parental support was overwhelming as teachers and administrators saw children from destructive homes and realized not only were the parents often not supportive, but at times against the school.

Reflections of the Literature

This section is divided into the eight categories that emerged from the data collected. The review of the literature is reflected upon and compared to the findings of this study.

The Behaviorally Disordered Child

The behavior exhibited by the behaviorally disordered child caused a great deal of concern and consternation for both teachers and administrators. The anger and rage felt by these children worried respondents to the point where fear for the safety of the behaviorally disordered child, and the other children became a major issue.

In contrast, there is little in the literature to support these extreme feelings. Braaten, Kaufmann, et. al. (1988), Hanko (1985), and Long and Newman (1981) discuss, with some understanding the bizarre behavior the child may be exhibiting. They all mention the high level of stress the teachers may be under, but they do not detail the types of concerns teachers and administrators mention in regards to the basic safety of their charges. They do not discuss children that have committed arson many times, children that have killed, or children that routinely discuss suicide or detail how they would like to kill others. This is the reality some of these teachers are facing.

The literature mentioned above appears to be in isolation in comparison with the larger body of literature which encourages and praises integration on an idealistic level. The most current writing appears to assume that mainstreaming is the most viable alternative for all handicapped children. Articles such as Greer's (1988), and Gleheiser's (1987) stress the importance of providing for the child in the regular classroom as well as the concerns in labelling a child. When teachers and administrators are dealing with students that are obsessed with sex or on medication that causes erratic behavior or constantly harassing or hurting other children, labelling these problem children seems academic.

In addition, teachers and administrators were quoted as being very concerned about the background of the behaviorally disordered child. They described backgrounds that were abnormal to the extreme. For example, children of prostitutes, children whose parents were in jail, and children in group homes tended to be the norm for these behaviorally disordered children. Hay and Lee (1981) discuss similar situations but offer no solutions other than, "It is left to the teacher each morning to help recreate an atmosphere of security" (p. 301). Obviously there is a high correlation between the types of behavior witnessed in schools and the problems at home, but the literature does not suggest any method of improving this situation. The feeling that the school setting was not the place for children so severely distressed was echoed many times with teachers and administrators. This view is supported by research conducted by Long and Morse (1981) as they discuss family problems but they suggest that without assistance to the family or therapy to the child one would not expect mainstreaming or special classes to produce changes (p. 352).

The Teacher

Although not cited in the literature an area of contention that arose was the teachers' concerns about leaving the students at all. Teachers felt the stress incurred by having the behaviorally disordered child in the class contributed to increased health problems, but they were fearful of missing school. Substitute teachers simply could not cope with the children and teachers were forced to take alternative measures when staying home due to illness. One teacher had arrangements made for the behaviorally disordered child to remain in the office if she was absent, while others just kept trying to come to school even through they were ill.

There was also unanimous agreement among teachers and administrators that stress caused by having the behaviorally disordered child in the regular class was continuous, both in and out of school. Again, the literature touches on this but the seriousness with which the teachers and principals emphasized this area is not repeated in the writings.

Interestingly enough the research tends to focus more on the attitude of the classroom teacher and less on the feelings of the teacher when in the situation. Many articles stress the importance of a positive attitude when attempting mainstreaming but seem to gloss over the reality of what is currently happening. A small number of the teachers and administrators did express concern over teachers that did not have a positive attitude towards the behaviorally disordered child and the possibility that this increased the problem was felt by some. Again, the emphasis by the literature on this area is greater than that expressed by the teachers and administrators.

There are numerous articles that indicate teachers are concerned about their lack of education when dealing with handicapped children and other studies that suggest that there would be an increase in positive teacher attitudes with appropriate training.

However, although teachers in this study indicated their formal training was not adequate in dealing with behaviorally disordered children this issue paled in comparison with the bigger issues inherent in dealing with the behavior daily. It would seem the literature stresses this aspect more than the classroom teachers interviewed would feel necessary.

The Other Children

A major concern for teachers and administrators was a fear for the safety of the other children in the classroom. There was the possibility in many cases of serious injury to other students by the behaviorally disordered child. As well some of the behaviorally disordered students displayed strange sexual behaviors or bizarre talk to which teachers and administrators felt young children should not be exposed. This is an area virtually untouched by the literature which is in direct contradiction to the findings of this study. One newspaper columnist ran a series of articles discussing some of the problems in mainstreaming behaviorally disordered children and discussed the safety aspect but research has not examined this issue in a way that would indicate it is a real concern.

Support Services

As was supported by the literature, teachers and administrators viewed support services as crucial to the success of mainstreaming, but overwhelmingly they expressed disappointment and frustration with services offered within their jurisdictions.

Teachers and administrators felt let down by their in-school support system and had basically given up on asking for help from within. They spoke openly about the requests made for help and the lack of feedback from these services.

As well, teachers and administrators had often been forced to go outside the jurisdiction in an attempt to receive appropriate help for the troubled child. Teachers had attempted to work with Social Services and found the process lengthy and frustrating, at times taking daily phone calls and years to achieve any results. Psychiatric help was pointed out as being necessary for many of the children but services did not seem to be available or accessible. This is supported by R. Staley (1989) in an article in The Edmonton Journal, who quotes Dr. M. Blackman, the director of Child and Adolescent Services in Edmonton as saying,

> It's grim. I can't begin to meet the need...He bemoans the fact there are only six child psychiatrists serving Edmonton while Ottawa, with a comparable population, has 44.
> Facilities providing education for children needing longer-term care are also required.

Teachers perceived a lack of caring and as a result a sense of isolation in their attempts to access support services that were purported to be available to them.

Although teachers viewed paraprofessionals as essential in assisting them in the integration of the behaviorally disordered child, they also felt, although helpful, the aides were not the answer for those children with severe problems.

Administrative Support

The literature suggests it is important that the administrator support the mainstreaming process in order to make it effective. The research also indicates that there is some gap between teacher views and administrative views regarding the seriousness of concerns inherent in the mainstreaming process.

This study found that most teachers spoke highly of their immediate administrator. They found the principal to be supportive and willing to listen to their concerns. However, there was some concern expressed about the ability of the principal to access the help the behaviorally disordered child needed.

The administrators interviewed had quite definite views on their role when dealing with behaviorally disordered children. These varied as the individuals stressed various aspects of the program. Some felt the safety of the children in the class was paramount while others stressed their role with the community and parents. Another area cited was programming and allocating resources. It appears the literature has not fully examined the role of the administrator when dealing with the behaviorally disordered child as these areas are not mentioned in the research.

Funding was an issue that arose with some of the respondents as teachers perceived money to be the deciding factor in some of the placements made. As well, the funding allocated for the behaviorally disordered child was not always dedicated directly to the education of that child.

Administrators viewed funding from a more global perspective and examined the needs of the entire school when dispersing monies. This was an area of contention for some respondents.

The question of involvement by senior administration was brought up by some teachers and administrators. Overall, the feeling was that senior administration was not interested in problems and was hesitant about taking a stand when deemed necessary by teachers and principals. There appears to be nothing in the literature on the position of senior administration when mainstreaming behaviorally disordered children.

Dealing With Parents

In all of the interviews the respondents expressed a great deal of concern about the child's past, family life, the current involvement of the parent and the impact this would have on the child's current problem. In contrast, there is very little written about parental involvement, except to suggest that teachers should be aware of problems to aid their understanding of behaviors.

Mainstreaming

There existed abundant evidence that teachers and administrators were against mainstreaming behaviorally disordered children indiscriminately. Some teachers felt that there were children with less severe problems that could effectively be mainstreamed but the severe cases should not be in the regular classroom until they received appropriate help, such as psychiatric care. Concerns for the other children and the amount of stress on the teacher were repeated. Some respondents did feel providing appropriate resources within the district would greatly aid the process which they saw as inevitable.

Distress for the children that needed extensive counselling or psychiatric help that was not available was expressed. As well, the predictions for the future of these children was not positive and showed some fear for others should the child continue as they currently were.

There is some support in the literature for this stand. The thought that some children may be too sick to be in the regular classroom was discussed in more than one article.

Solutions

In contrast to the majority of the literature, regular classroom teachers did not feel mainstreaming was the solution for the children with which they were working. Most of the teachers and administrators felt that the most suitable solution for the placement of the child would be in a small classroom where the child would receive the attention necessary, and where distractions would be at a minimum. Essentially, teachers and administrators were advocating a return to special education classes with the hopes the children would receive the assistance that would allow them to eventually return to the regular classroom.

Personal Reflections

The experience of listening to what teachers and administrators are dealing with when mainstreaming behaviorally disordered children was in some cases highly disturbing and distressful for me as well as the respondents. The knowledge that children who have killed or are contemplating suicide are going without help and are being expected to cope within a regular classroom setting seems almost bizarre.

For some of the teachers interviewed, there seemed to be the thought that perhaps I would be able to help, that I might provide some answers. This was difficult as I was searching for information from them. They appeared to be so desperate for any type of assistance for the child being integrated I often felt compelled to assure the teachers I would send them my literature review in the hopes it would provide some sort of assistance. However, I feel the literature has not touched on the depth of this problem.

The children being discussed by these teachers and administrators are deeply troubled in the main and are in need of intensive counselling or psychiatric help. These are not normal children that are going through a rough time at home. These are children that have seen more than most adults will ever have to see but these children are being expected to act as if everything is "normal". Teachers are aware of this and are asking, pleading for assistance for these children. Their cries in the main are unmet, whether because of lack of interest or lack of facilities, it's difficult to ascertain.

The teachers I interviewed were strong, sensitive women who were anxious to tell their story, not for sympathy for themselves but in the hopes of awakening some interest in the plight of these children. Most of the teachers were very open in talking about the children they were dealing with and the experiences they had when attempting to help them. I had a difficult time keeping the horror I was feeling out of my voice and facial expressions when hearing some of the stories. The teachers appeared to accept the children as they were and wanted badly to give them a positive experience at school that would thwart some of what they were receiving at home. In most of the cases this was not working simply because the children were often so damaged that they could not interact with twenty other children and one adult on any level. Both teachers and administrators often seemed to feel these children needed affection and they needed someone who would listen to them, someone who could spend some time with them which was simply not possible with twenty other youngsters demanding and deserving equal attention.

Teachers spoke repeatedly of their feelings of frustration and inadequacy in accessing appropriate help for these children. After reading in The Edmonton Journal about the lack of child psychiatrists and the lack of facilities available for disturbed children it is easier to see why these teachers were not successful in their bid to get assistance for their charges. However, this left the child totally in the teacher's hands. Teachers who had no training, no prior notice, no understanding of the type of problem the child had, were being called upon to provide a suitable education for the child.

Following my time spent with these teachers and administrators and after completing this thesis I now question what my response would be should I be asked to work with a behaviorally disordered child. From this experience, I now know I would ask to see the child's reports, any records that had been kept and hopefully talk to the child's last teacher before the child entered the classroom. I would hope to spend some time with the parents as it appears in most of these cases the problems are definitely arising from the home.

Based on what I have learned through this study I also feel I would consider carefully refusing a child that is so disturbed as to be considered dangerous to the other students. I think teachers are going to have to be the ones to take the initiative in getting these children the help they so desperately need and this will not be done if we continue to 'cope' and live for the end of the term while the behaviorally disordered child is in the classroom.

Through my experiences in this work I also feel I would push much harder for help for the behaviorally disordered child. There is a dearth of assistance available but the frustration these teachers have gone through has awakened me to the fact that only through intensive work will these children get any assistance at all.

As well, should there be a teacher within a school where I am working, that is dealing with a behaviorally disordered child I have learned there is a tremendous need for support and understanding. I would hope I could help provide some of that for a fellow colleague.

Upon reflecting back to the interviews and subsequent work involved in writing this thesis, I feel I have gained a deeper understanding and empathy both for the behaviorally disordered child caught up in our system of education and for the teachers and administration that are attempting, often without success, to educate these children.

Implications

Three general implications arise out of the findings of this study. First, it has significant implications in terms of practise for teachers. Secondly it has implications in terms of practise for both local and senior administration. Thirdly, implications arise in terms of further study.

Implications for Teachers

When interviewing teachers and administrators it became evident that some of the children in regular classrooms not only should not be in a regular classroom, they were at risk and in need of immediate psychiatric care. This places a different perspective on the problem for teachers than dealing with those children that are behavior problems but can be helped with support for the teacher in the regular classroom. In these cases it would seem, difficult as it may be for teachers to implement, that it may become incumbent upon teachers to do more than question a placement.

Within the Code of Professional Conduct from The Alberta Teachers' Association, Clause 8 "requires that teachers protest assignments and conditions which make it difficult to render professional service" (Keeler & Harrison, 1986). The second aspect of this clause states that the teacher should insist that medical assistance be provided to fulfil the special needs of students. Thirdly, the clause indicates that if suitable arrangements are not made in response to the first two steps, the teachers should contact the Association and assistance will be given to attempt to alleviate the problem.

The students that are described in the majority of the cases in this study are such that it would be difficult for the teacher to render professional service when these children are within the classroom.

However, as Keeler and Harrison (1986) state, the teacher by accepting the student into the classroom either explicitly or by not protesting,

> is accepting responsibility for a higher standard of care than would be the case for an ordinary student. This higher standard will require that the supervisory care be more vigilant than it would be with an ordinary pupil, both with regard to avoiding circumstances which would give rise to the medical problem and to detecting the medical problem should such arise. (p.23)

In discussing the behaviorally disordered student obviously this has implications that are very complicated. Teachers in the study indicated vehemently that they were unable to give the child what they needed, that they feared for the child and other children. The above quote indicates that the teacher by accepting the child into the classroom has accepted this responsibility and has accepted an obligation that might expose them to liability.

It would appear that teachers should not be accepting children that are severely behaviorally disordered into the classroom. By doing this the teacher would be forcing the board to find alternate education for the child which is what most of the teachers in the study indicated the child was so in need of.

This puts a lot of pressure on teachers as well as administrators. It is difficult for teachers to take a stand that seems to be saying they would be unable to handle a child, as on the surface it might appear to be a statement of weakness. However, when dealing with children so severely troubled, the distress that child is in needs to be dealt with before he/she can expect to be educated in a normal classroom. It appears that it may become more and more the teachers' responsibility to take a difficult and controversial stand and simply refuse to deal with the child with severe problems in the regular classroom. When considering this position the teacher must first have prior notice of the impending arrival of such a student and would likely prefer the support of administration.

Within the realm of behaviorally disordered children there are wide extremes in regards to behavior. The position as stated above would apply to those children that are the most severe and in need of immediate care. On the other end of the spectrum are those children that are behaviorally disordered but could be helped within the elementary school setting. Heidemann (1988) set forth a number of suggestions that administration should attempt when integrating handicapped children with any disability. A summary of those plus thoughts garnered from this study follow.

Implications for Administrators

Heidemann (1988) indicates that true integration "involves the whole child, academically, socially and emotionally" (p. 108). She then goes on to make a number of suggestions that school boards and superintendents must enforce in order to complete successful integration. Those that are applicable for the behaviorally disordered child are listed below, numbers 1 to 6. Numbers 7 to 11 arose from this study and apply more specifically to the behaviorally disordered child.

School boards and superintendents must:

1. provide extensive support services in the way of specialists, consultants and paraprofessionals;

2. provide teachers with programs and concrete ideas for the handicapped child that are manageable in a regular classroom;

3. provide inservice training before and during the time that teachers are involved in mainstreaming that is practical and applicable to their situation;

4. lower the pupil-teachers ratios in order to augment more preparation time, conferencing time and smaller classes;

5. provide substitute days to allow for interschool visits;

6. provide all teachers with a list of services within and outside the jurisdiction that may be accessed;

7. be prepared to refuse placement for severely disturbed children thereby placing pressure on the provincial government to examine facilities currently available and look into future needs for these children;

8. re-examine testing and therefore placement of children that are behaviorally disordered to ensure a correct educational service;

9. examine the feasibility of hiring psychiatric assistance within the larger boards to be available for counselling of those children with severe problems;

10. provide classrooms with smaller student enrollments within the district, with qualified teachers and aides available to work with behaviorally disordered children with the intent of slow integration when children show signs of being ready for mainstreaming;

11. as students progress to partial integration trained special education teachers will work with the regular classroom teacher to modify the program and aid with the child should problems arise.

From the interviews it is apparent that the students teachers are dealing with can not be fixed with band-aid solutions. Senior administration and school boards need to be aware of the degree of seriousness of the problem as well as the feelings of teachers and administrators that the number of children with these types of behaviors is growing. The child with a severe behavior disorder must be identified and given the appropriate help without discrimination to the teacher and principal that have called attention to the child.

When examining the literature that deals with programs that are currently in place writers rarely mention children that show the severity of behavior that has arisen in this study. There are suggestions in the literature for other types of programs that are being implemented in attempts to ease integration. The consulting teacher model is one idea that is in use in several states in the United States. The theory behind this model is that the consulting teacher works more or less continuously in collaboration with the regular classroom teacher. (Huefner, 1988)

Chandler (1981) suggests a pull-out system where children are pulled out of regular classrooms to be with a specialist to keep them on task as one alternative to complete mainstreaming. Again, each child needs to be evaluated as to what he/she would be able to cope with in terms of fraternization with peers before any of those types of programs could be implemented.

School principals must also become more aware of ways of dealing with the behaviorally disordered child. The teacher is not the only one who has frequent contact with this child during the day. Heidemann (1988) mentions several ways the school administrator can be supportive and encouraging of teachers who are mainstreaming. The first 8 recommendations are those suggested by Heidemann (1988). The remaining have arisen from this study and are directly applicable to behaviorally disordered students.

1. make frequent but informal visits;

2. invite teachers to discuss their problems and concerns;

3. investigate possible support services and be assertive in acquiring them;

4. investigate possible inservicing within or outside the jurisdiction and encourage the teacher to attend;

5. encourage interschool visits;

6. arrange release time for teachers to meet relevant personnel on a regular basis;

7. extend concessions to the teacher in the way of less supervision time, more preparation time, and smaller classes;

8. arrange time for teachers to meet with

colleagues;

9. be prepared to support teachers that refuse to take behaviorally disordered students on the grounds that they can not provide adequate educational services for them;

10. ensure files are kept on behaviorally disordered children and are sent to new schools or other facilities immediately so new placements receive prior notice of the child's problems;

11. be prepared to implement flexible arrangements that would give regular classroom teachers time away from the behaviorally disordered child in order to relieve some of the pressure;

12. ensure funding is adequately explained to teachers and best use of funding is employed - perhaps school board consultants could assist with deployment of funding;

13. keep in touch with and become aware of parents of behaviorally disordered child;

14. pressure senior administration to help find suitable placement for students with severe problems;

15. document and encourage teachers to document all information that would be relevant to finding suitable placement for the child.

It became obvious when talking with regular classroom teachers that those administrators that were caring and willing to listen elicited work beyond the call of duty for those teachers. Principals made a huge difference in the attitude of the teacher and this contributed to the teacher's willingness to keep trying with her troubled charge. Probably the strongest message concerning administration that arose from listening to the teachers was that if the principal would listen and do whatever was in his/her power to help ease the situation the teacher would go on and cope.

Implications for Further Study

The insight and understanding developed through this interpretive study involving regular classroom teachers and elementary school administrators who are mainstreaming behaviorally disordered children has implications for further study.

1. A further study could examine what is available for children that are behaviorally disordered and make recommendations for what is needed in the area of psychiatric services and counselling.

2. Examine programs that are currently in progress that are attempting to deal with the problem by other methods, for example pull-out programs or partial

integration programs.

3. This study could be replicated at other levels in order to determine specific findings at the junior high or senior high school levels.

4. Examine the perceptions of mainstreaming behaviorally disordered children from the perspective of the support services team, the psychologist, the counselor, the social worker.

5. Examine current placements and subsequent success within that placement.

6. Examine programs that are in effect dealing with other specific disorders.

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APPENDIX A

SAMPLE INTERVIEW QUESTIONS

INTERVIEW QUESTIONNAIRE

MAINSTREAMING

The handicapped child:

1. Describe briefly the behavior you are seeing in the behaviorally disordered child you are dealing with.

2. What percentage of the time is this child in your classroom?

3. Is this child able to pursue his/her own program independently?

4. Who is responsible for setting up the child's program?

5. Can you estimate the amount of time needed to prepare this program?

6. Were you given information concerning the child's problem before integrating him/her into the regular classroom?

7. In what ways does this child contribute to the classroom?

8. What are the effects of mainstreaming a behaviorally disordered child on the other children in the class?

9. How valuable, in your opinion, is the present setting for the child?

Teacher skills and attitudes:

1. What are the effects of mainstreaming on you?

2. What experience have you had in integrating behaviorally disordered children?

3. How well has your teacher training prepared you to meet the needs of this child?

4. What type of inservice was provided for you prior to receiving this child into your classroom? Any inservices since receiving the child?

5. Have you had the opportunity to discuss experiences with other teachers who are also mainstreaming?

Administrative role:

1. What do you see as the role of the principal in dealing with the behaviorally disordered child?

2. In what ways are you involved with the parents of the behaviorally disordered child?

3. What responses, if any, have you had from the parents of the other children in the classroom?

Support services information:

1. Do you have paraprofessional aide time to work with the child? If so, for what percentage of the time?

2. Is the paraprofessional aide time sufficient?

3. In what way does the administration of your school support you in the integration of this child?

4. Describe the specialist support services available to you and this child from central office.

5. Describe the specialist support services available to you from within your own school.

6. What additional resources would you find helpful?

Opinions:

1. Describe the areas in which the child has made progress.

2. Are there areas you do not see progress?

3. Describe benefits or rewards you see associated with mainstreaming.

4. How do you feel in general about mainstreaming behaviorally disordered children?

5. Do you see any other alternatives to mainstreaming when dealing with the behaviorally disordered child?

APPENDIX B

CORRESPONDENCE TO SUPERINTENDENTS, PRINCIPALS AND TEACHERS

Faye E. Hood
Master's Suite
Dept. of Ed.Admin.
Education Building
University of Alberta
Edmonton, Alberta
January 12th, 1989

Mr. J. Doe
Superintendent
School District
City, Alberta

Dear Doe,

I would like to thank you for the delicious lunch yesterday. I thoroughly enjoyed the meal and the company.

I would also like to thank you for giving me the opportunity to speak to the principals and staff of the elementary schools in your district. The principals were very considerate and Mr. R. has agreed to take part in my survey. I did not get a chance to ask Mr. K. but will do so in writing very soon.

Following the meeting, a few of the teachers approached me, expressing their willingness to take part in my study. They are concerned about their children and would like to see what help I might be able to provide them. I hope I will be able to reciprocate.

My proposal is currently before the ethics committee and Dr. Haughey expects it to be back to me in the next couple of weeks. Following this I will be touch with you again, ready to begin my interviews.

Depending on the number of teachers available from your district, I may look to another district to obtain the remainder of my data. Confidentiality and anonymity is assured as no school jurisdiction, school or teacher will be named in the results.

Thank you again for the lunch and for giving me the time with you staff. I really enjoyed the day.

Sincerely,

Faye E. Hood

Faye E. Hood
Master's Suite
Dept. of Ed. Admin.
Education Building
University of Alberta
Edmonton, Alberta
January 12th, 1989

Mr. J. Due
Principal
Elementary School
City, Alberta

Dear Mr. Due,

I would like to thank you for the tour of your school on Wednesday. As a regular classroom teacher I always enjoy viewing classrooms, your whole school had a very warm atmosphere. Also, thank you and your staff for giving up some of your staff meeting time. I know how precious time is to teachers.

Two of your teachers approached me about being in my study. I really appreciate their cooperation and wonder if you might have a feel for anyone else that would be interested but did not express that on Wednesday. I will be in touch with you at a later date to see if this is the case.

Also, I hoped to interview the principals of schools currently involved in mainstreaming emotionally disturbed children. If this is permissible I will call you to set up an interview time. The interviews will be for approximately thirty minutes at your convenience, day or evening and you will receive a transcript. I hope to be able to reciprocate both you and your staff by providing some practical information for your teachers on research in mainstreaming.

Confidentiality and anonymity is assured as no school jurisdiction, school or teacher will be named in the results.

Thank you again for your time. I look forward to seeing you again.

Sincerely,

Faye E. Hood

Faye E. Hood
Master's Suite
Dept. of Ed. Admin.
Education Building
University of Alberta
Edmonton, Alberta
January 12th, 1989

Ms. M. Dao
Teacher
Elementary School
City, Alberta

Dear Ms. Dao,

I would like to thank you for your response last Wednesday to my request to interview teachers in the district.

I am currently waiting to hear back from the ethics committee on my thesis proposal. As soon as I receive permission to proceed, I will be in touch with you to set up an appropriate time for our interview. Please keep in mind that it will be at your convenience, day or evening. I will provide a transcript for you following the interview in case you feel the need to add, delete or change any of your original feelings.

Confidentiality and anonymity is assured as no school jurisdiction, school or teacher will be named in the results.

I hope I am able to reciprocate by providing some practical information for you on the research currently done on mainstreaming emotionally disturbed children. Perhaps we could discuss this following the interview.

Thank you again for your time and I look forward to seeing you again.

Sincerely,

Faye E. Hood

Faye E. Hood
Master's Suite
Dept. of Ed. Admin.
Education Building
University of Alberta
Edmonton, Alberta
January 30th, 1989

Mr. J. Deo
Senior Administrator
School District
City, Alberta

Dear Mr. Deo,

In response to our phone conversation last week I would like to thank you for your help. I had called you regarding my study which was to investigate the problems and concerns facing teachers and administrators who were attempting to mainstream emotionally disturbed children in the regular classroom setting.

You suggested I contact the schools and when I did this the principals felt they really did not have children that would fit my study. Consequently, I will not be working with staff in this district.

Thank you again for your time and good luck with your work in the Special Education field.

I have just received your handbook and really appreciate you sending it out. I found it very interesting and informative.

Sincerely,

Faye E. Hood

Faye E. Hood
Master's Suite
Dept. of Ed. Admin.
Education Building
University of Alberta
Edmonton, Alberta
February 16th, 1989

Ms. J. Day
Elementary School
City, Alberta

Dear Ms. Day,

I would like to thank you for your response to my request to interview you. To refresh your memory the purpose of my study is to investigate the problems and concerns facing both teachers and administrators who are involved in mainstreaming behaviorally disturbed children.

Following the completion of my literature review I hope to be able to supply you with some information that might prove useful when mainstreaming children.

The interview will be recorded and I will send you a transcription. That will give you an opportunity to make any changes, additions or deletions you might think appropriate.

Confidentiality and anonymity is assured in this study as no teacher, school or school district will be named in the results.

I'm looking forward to seeing you Thursday, March 2nd at 12:00 at your school.

Sincerely,

Faye E. Hood